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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1893-94,

BY

J. SIME, Esquire,

Director of Public Instruction, Punjab.

Published by Authority.

Lahore:

THE "CIVIL AND MILITARY GAZETTE" PRESS,

Contractors to the Punjab Government.

1894.

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Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department,

No. 1056, dated 14th December 1894

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1893-94, forwarded with his letter No. 54 S., dated 28th September 1894.

REMARKS.—There were 9,326 schools and colleges in the Punjab attended by 261,425 scholars in 1893-94 as compared with 9,244 institutions with 251,099 students in 1892-93 and 9,404 institutions with 260,277 students in 1891-92. The falling-off last year, which was ascribed to the sickliness of the season, has been made good. 4,343 schools with over 52,000 pupils do not aim at imparting secular instruction, but at teaching the Kurán or some other religious book by rote. Of the remaining 209,000 scholars, 152,000 attended 2,443 public institutions (a term which includes 326 schools under private management which follow the course of study prescribed for Government schools), and 57,000 attended 2,540 private schools. The extent to which the latter now earn grants as the result of examinations by officers of the Educational Department is a very hopeful feature. In the year under report 681 schools with 25,846 pupils received aid in this way. Mr. Sime thinks that educational development will in the future be mainly the result of private enterprise. Of Muhammadan boys of school-going age 12 per cent., of Hindús 15, and of Sikhs 16½ per cent. attend school; but, when it is remembered that two-fifths of the Musalmán scholars merely learn the Kurán by rote, the backwardness of that community as regards education may be gauged. Fortunately the more intelligent Muhammadans are quite alive to the need of improvement, and are making efforts to stir up a desire for education among their poorer co-religionists.

2. The expenditure on education is steadily rising. In the last five years the annual increase has averaged Rs. 90,000. The growth is much more marked under the heads of Provincial Revenues and Fees than under that of Local Funds. The proportion of the whole cost of education met from District and Municipal Funds is not quite as large as it was in 1889-90, while Provincial Revenues now contribute 32 per cent. and fees 19 per cent. of the expenditure as compared with 29 and 16 per cent., respectively, in that year. It appears, however, from the table on pages 12 and 13 of the Report that District Boards devote 21 per cent. of their income to education, and that they now spend one-fourth more than they did in 1885-86 when the schools were localised. It appears from the Report that Municipalities spend 7½ per cent. of their funds on education; but that the income realized *per contra* reduces the net expenditure to 5½ per cent. It was noticed in last year's review that some Municipalities actually made a profit out of their schools, the income from the Government grant and fees exceeding the expenditure. The only Municipality liable to this charge in the past year, so far as the table on pages 14—23 shows, was Ráhon in the Jullundur District; but there are several large Municipalities, *e.g.*, Jullundur and Mooltan, which spend a good deal less on their schools than they did in 1885-86. In August 1893 the Director was asked to take up from time to time the cases of particular Municipalities that appeared to be spending less on education than they ought, and to refer them to Government with proposals for the transfer of the grants from Provincial to Local Funds without compensation, where this could be done without exceeding the minimum amount which the Local Bodies in question might be required to spend. It was at the same time laid down that the question whether a Municipality was or was not spending less than it ought was one to be decided with reference to the whole financial circumstances of the Municipality, and to what, having regard to other claims upon its funds, it could properly afford for education. Cases like that of the Ráhon Municipality in Jullundur should be considered with reference to these orders.

3. The remarks on moral training in paragraph 19 are satisfactory as far as they go. It is unfortunate that the management of schools by Local Bodies is sometimes not conducive to good discipline. The inducements held out to scholars to leave their old schools and join newly-established schools where rules are laxer also present a serious and growing danger to discipline. The strange feature about this is that the matter seems often to be arranged between the boys and the proprietor of the new school without any reference whatever to the parents. The Lieutenant-Governor has noted with satisfaction that the past year is described as one of marked progress in the matter of physical instruction and games.

4. The table in paragraph 28 is interesting, and might be given yearly; but the figures should exclude rote schools. The low position taken by the districts of the Delhi Division (excluding Simla) is remarkable. In connection with what is said in paragraph 29 regarding private enterprise in education, the Lieutenant-Governor visited the Hindu-Muhammadan School at Umballa the other day and found that the building, which seems an excellent one and has been erected at a very small cost, has been completed, and that the Inspector's report on the institution is favourable. It was highly gratifying to His Honor to find members of the two religious persuasions sinking their differences and co-operating for a useful purpose of this kind. Lála Ságar Chand may be right in saying, as he is reported to have said in paragraph 30, that all sects of the people are now anxious to have schools of their own denomination; but if he is, Sir Dennis Fitzpatrick cannot think that the matter is altogether one for congratulation. In a country like India where sectarian feeling is apt to be so bitter, His Honor would prefer to see education extending on non-denominational lines.

5. Under the head of University education the progress is on the whole striking. When, however, the Lieutenant-Governor sees the number of B. A. degrees taken more than doubled in a single year, he cannot help asking himself where all these young men are to find suitable employment. There are now eight Arts Colleges, one managed by Government, one by the Amritsar Municipality, four by Missionary bodies, and the other two by Hindu and Muhammadan religious societies. Only two of these, the Government College at Lahore and St. Stephen's College at Delhi, present students for the M. A. Examination The American Mission College and the Daya Nand Anglo-Vedic College at Lahore teach up to the B. A, and the four Mission Colleges up to the Intermediate Standard. The four larger colleges had 716 and the others only 81 students. But most of the minor colleges are only in their infancy, and a considerable expansion may be looked for. It is worth noting that 1 student out of 7 holds a scholarship. The advance of the Daya Nand College has been remarkable. The number of students on its rolls was nearly doubled during the year, and the percentage of passes which it secured in the Intermediate Examination was higher than that of any other college. On the whole, judged by the examination standard, the Government College at Lahore has been the most successful of these institutions. The number of students attending it rose considerably; the full rate of fees as laid down in Article 215 of the Education Code was levied for the first time; and this, combined with the increase in the number of students, caused a considerable rise in the income from this source. Still only 27 per cent. of the expenditure was covered by fees as compared with 30 per cent. in St. Stephen's College, 52 per cent. in the Lahore Mission College, and 56 per cent. in the Daya Nand College.

6. With reference to Mr. Sime's remarks in paragraph 78 on the expensiveness of the Oriental College, there is nothing to add to what was said in paragraph 5 of last year's review. It is noteworthy that 52 out of 73 students in the College Department hold scholarships. The remarks made and the suggestions for correcting the present eccentricities in the results of examinations at the Medical College put forward by the Inspector-General of Civil Hospitals in his review of the report of the Principal of the Lahore Medical College which are

quoted in paragraph 79 seem to call for notice from the University. The Lieutenant-Governor agrees with the suggestion made by the Principal of the Medical College at Lahore that it is most desirable to make attainments up to the Intermediate Standard the basis of medical study at that institution on the licentiate as well as the degree side, and he wishes a separate report on the subject to be submitted. It might also be advisable as proposed in the same paragraph to make known through the medium of District Officers the facilities which exist for girls in obtaining a free medical education. The education in the Medical College as in the Oriental College is almost entirely eleemosynary. His Honor will be glad to receive a separate report showing what fees are at present charged and whether any enhancement is considered possible.

7. There were two more High Schools and nine more Middle Schools in existence this year than in 1892 93, and the increase in the number of schools was accompanied by a considerable rise in the number of scholars. Altogether some 14,000 boys, of whom nearly one-fourth are classed as agriculturists, now receive a secondary education. Every eighth boy is a scholarship-holder. But the income from fees is rising, and in High and Middle Schools it now covers 42 per cent. of the total expenditure. Sir Dennis Fitzpatrick understands that in both Secondary and Primary Schools the full scale of fees allowed by Article 221 of the Punjab Education Code has now been reached, but he thinks that in a year or two the question of a further revision of fees in the Punjab, especially as regards Secondary and University education, will have to be taken up. Even now fees only recoup us for 19 per cent. of the expenditure for education, which is far below the standard reached in some other provinces. The preference for an English education as being the best road to Government employment is very marked. All the new Middle Schools were Anglo-Vernacular, and the Director notices that the people of the little town of Jámpur, in the Dera Ghází Khan District, raised the sum of Rs. 12,000 to ensure the alteration in the status of their school from Vernacular to Anglo-Vernacular. Eighty-six per cent. of the candidates at the Middle School examination passed as compared with 54 per cent. last year It looks as if the standard set up by the examiners had swayed from undue severity to excessive leniency. Seventy-three per cent. of the candidates who appeared at the Entrance Examination were successful.

8. There was an increase of 26 in the number of Primary Schools, and it is interesting to notice that 16 of the new schools were not Government institutions. Including the scholars in the primary departments in the Middle Schools the number of boys under primary instruction rose from 117,000 to 122,000, of whom 44 per cent. are returned as agriculturists. To these may be added some 25,000 boys in private schools which receive grants from Government. There was a satisfactory increase in fees which covered one-eighth of the total expenditure. The use or abuse of scholarships does not extend to the Primary Schools. If, as hinted at in paragraph 97, there is a tendency on the part of some Municipalities to starve Primary Schools, it is a tendency which should be checked. As regards the Zamíndári and Gurmukhi Schools Sir Dennis Fitzpatrick has nothing to add to what he said in the last two reviews of the Education Report.

9. With reference to the remarks in paragraph 105, the Lieutenant-Governor thinks that as one of the great functions of the schools is to turn out clerks and patwáris, the pupils ought at least to be taught to write clearly. The defects in our system of teaching referred to in this paragraph are no doubt serious, but, as Lála Ságar Chand has remarked, it does not follow that our inspecting officers and training institutions have been useless, for without them the results would have been far worse. Mr. Sime's suggestion in paragraph 106, that the visits of the District Inspector to any school should be mainly directed to seeing that defects pointed out on previous occasions are actually taken in hand, seems sound and practical.

10. In paragraph 109 Mr. Sime has commented on the inadequacy or total absence of school buildings in many localities, and has expressed his opinion that it would be well if no Board School were opened without an

assured prospect of suitable accommodation. As to this it is unfortunate that the Educational Department, like all other Departments, has to be stinted for the present in the matter of building grants ; but the Lieutenant-Governor would hardly have thought it necessary to restrict the extension of schools on this account. When we remember the sort of houses in which the great bulk of the students live, we need not allow the fact of their being compelled during the few hours they are at school to put up with accommodation of an inferior sort to stand in the way of their being educated. Sir Dennis Fitzpatrick has noted with satisfaction that the Director contemplates (paragraph 111) the gradual withdrawal of Board Schools as efficient aided or unaided schools become firmly established. Such action is in accordance with the policy of the Government of India.

11. With reference to the remarks in Chapter V on schools for special education, the Lieutenant-Governor notices that only 66 per cent. of the expenditure on the Law School was covered by fees. His Honor thinks that a school of this sort ought to be self-supporting. Mr. Andrews seems to have carried on the work of the Mayo School of Art satisfactorily on the whole, notwithstanding the heavy calls on his time in connection with the Punjab Exhibition. It can scarcely be said that the results of this school are great so far as "Art" is concerned. It has turned out during the year 4 pupils who have become teachers in industrial schools, 3 who have become wood-carvers and architects, and one who has become a carpet designer. There were 6 others who "returned to their hereditary trades," but as it is not stated what those trades were it is not possible to judge how far an art training would be useful in them. Thirteen pupils obtained places in the Public Works or other Government Departments in which some of the drawing they learned would doubtless be important to them, but that is art work only in the humbler sense. The truth is the field open to the artist in this Province is an extremely small one, and is likely to continue so for a long time to come.

12. Under the head of Industrial Schools credit is due to the Hon'ble Bába Khem Singh, C.I.E., for the example he has set in opening a Technical School at Ráwalpindi, and the Lieutenant-Governor is glad to see it reported that the institution shows signs of vitality. As regards the Railway Technical School, Lahore, it is something that the school during the year sent 6 of its pupils to the Railway Workshops; but His Honor would like to know in what capacity they got employment there, and whether it was of a superior nature to what they would have got if they had not passed through the school. He would like further to know as regards the 9 who "returned to their hereditary handicrafts" what those handicrafts were. Information on this latter point should be given also as regards the 18 students of the Amritsar Industrial School referred to in paragraph 148. In the case of the Delhi Industrial School, too, information should be given as to what became of the pupils who left during the year. Without this it is impossible to form any estimate of the value of such a school.

13. Little can be added to what was said in paragraph 13 of last year's review on the subject of female education. The scholarships, which are numerous, are paid from Provincial Revenues, but the total amount is not large. In paragraph 35 Mr. Sime pays a well-earned tribute to the thoroughness of Miss Francis' work.

14. Chapter VII deals with the education of special classes. The report as regards European schools is satisfactory. The examination results are good, and proper attention is paid to discipline. Muhammadans have during the year under report had a fair amount of success in University examinations. They have now their own Arts College. It would appear from the table on page 88 that proportionately to their number three times as many Hindu as Muhammadan boys receive secondary instruction. As regards the Aitchison College, the incident referred to by the Director in paragraph 184 was a most unhappy one, but the Lieutenant-Governor has every hope that under Sir Benjamin Bromhead the College will improve.

15. The scheme mentioned in paragraph 200, whereby the Text-book Committee are to get five selected books annually translated into Urdu, is an interesting experiment.

16. In conclusion, the Lieutenant-Governor desires to thank Mr. Sime for his able administration of the Department under his charge and for the deep interest he takes in education. In fact, the only thing His Honor has to say against him is that his report is too long. The loss of the services of Mr. Lewis, late Inspector of Schools for the Lahore Circle, is a serious one to the Province. Miss Francis' consistent efforts to extend female education are especially praiseworthy on account of the peculiar difficulties against which she has to contend. The thanks of Government are also due to the other officers commended by Mr. Sime.

ORDER.—Ordered that the above Remarks be printed and circulated with the Report, also that they be published in the Government Gazette and be forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—15-12-94—392.

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DELHI CIRCLE.

HISSAR DISTRICT—

5 Secondary Schools for Boys at—

Hissár M. B., A.-V., Middle.
Sirsa „ „ „
Bhiwání „ „ „
Hánsí M. B., V., Middle.
Barwála D. B., V., Middle.
45 Primary Schools for Boys.
3 Primary Schools for Girls.
1 Primary School for European Girls at Sirsa.
54 Private Schools (53 for Boys and 1 for Girls).

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ROHTAK DISTRICT—

9 Secondary Schools for Boys at—

Rohtak M. B., A.-V., Middle.
Jhajjar „ „ „
Gohána „ „ „
Kalánaur D. B., V., „
Bádlí „ „ „
Mahm „ „ „
Babádargarh, M. B., V., Middle.
Kharkhauda „ „ „
Berí „ „ „
43 Primary Schools for Boys.
5 Primary Schools for Girls.
35 Private Schools for Boys.

92

GURGAON DISTRICT—

7 Secondary Schools for Boys at—

Rewárí M. B., A.-V., High.
Gurgáon D. B., V., Middle.
Nuh „ „ „
Hasanpur „ „ „
Sohna M. B, „ „
Palwal „ „ „
Firozpur „ „ „
79 Primary Schools for Boys.
11 Primary Schools for Girls.
50 Private Schools (48 for Boys and 2 for Girls).

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DELHI DISTRICT—

1 Aided Arts College.
10 Secondary Schools for Boys at—

Delhi Anglo-Arabic, High.
„ M. B., „
„ Aided Mission, „
„ Anglo-Sanskrit, „
„ Suraiya Jah's A.-V., High.
Sonepat M. B., A.-V., Middle.
Mahraulí D. B., V., „
Najafgarh „ „ „
Ballabgarh M. B., „ „
Faridábád „ „ „

2 Secondary Schools for Girls at—

Delhi S. P. G. Mission Aided Boarding A.-V., Middle.
„ Baptist „ „ „ „
1 Secondary School for European Girls at—
Delhi (Station School) Middle.
78 Primary Schools for Boys.
10 Primary Schools for Girls
2 Special Schools at—

Delhi (Government Normal School for Masters and M. B. Industrial School for Males).
137 Private Schools (135 for Boys and 2 for Girls).

241

KARNAL DISTRICT—

5 Secondary Schools for Boys at—

Karnál M. B., A.-V., High.
Kaithal „ „ Middle.
Pánipat „ „ „
Púndrí D. B., V., „
Kunjpura „ „ „
60 Primary Schools for Boys.
4 Primary Schools for Girls.
62 Private Schools (52 for Boys and 10 for Girls).

131

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—

Jagádhrí M.B., A.-V., High.
Umballa City Aided Mission A.-V., High.
„ „ M. B., A.-V., Middle.
Rúpar „ „ „
Cantonment Aided „ „
„ Unaided Hindú Muhammadan, Middle.
Murinda D. B., V., Middle.
Kharar „ „ „
Biláspur „ „ „
Manímázra „ „ „
Naráyangarh „ „ „
Mullána „ „ „
Sháhábád M.B., „ „
Sádhaura „ „ „
Thánesar „ „ „
Ládwa „ „ „
Buriya „ „ „
89 Primary Schools for Boys.
8 Primary Schools for Girls.
1 Primary School for European Boys.
150 Private Schools (138 for Boys and 12 for Girls).

265

SIMLA DISTRICT—

6 Secondary Schools for Boys at—

Simla M.B., A.-V., Middle.
Simla Church Mission Aided, A.-V., Middle.
Sanáwar L. M.A., Government High.
Simla Bishop Cotton Aided „
„ Christ Church Aided, Middle.
„ St. Michæls' „ „

8 Secondary Schools for Girls at—

Sanáwar L. M. A., Government High.
Simla, Auckland House Aided „
„ Convent Boarding „ „
„ Ayrcliff „ „
„ Mayo „ Middle.
„ St. Francis' Convent „ „
„ Christ Church „ „
„ St. Joseph's Day „ „
15 Primary Schools for Boys.
2 Primary Schools for Girls.
3 Private Schools for Boys.
4 Do. for Europeans (2 for Boys and 2 for Girls)

38

1,022

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—

Pálampur D. B., A.-V., High.
Núrpur M. B., „ Middle.
Kángra Aided Mission, A.-V., Middle.
Sujánpur Tira D. B., V., Middle.
Nádaun „ „ „
Sultánpur „ „ „

48 Primary Schools for Boys
9 Primary Schools for Girls.
39 Private Schools for Boys.
1 Do. for European Boys.

103

HOSHIARPUR DISTRICT—

12 Secondary Schools for Boys at—

Mahalpur Popular Unaided, A.-V., High.
Hoshiárpur M. B. A.-V., High.
Tánda „ „ Middle.
Hariána Unaided, „ „
Hoshiárpur Sanátan Dharm Unaided, A.-V., Middle.
Bajwára Aided, A.-V., Middle.
Mahalpur D. B., V., „
Garhshankar „ „ „
Hariána M. B., „ „
Mukeríán „ „ „
Dasúyah „ „ „
Una „ „ „

105 Primary Schools for Boys.
9 Primary Schools for Girls.
191 Private Schools (180 for Boys and 11 for Girls).

317

JULLUNDUR DISTRICT—

15 Secondary Schools for Boys at—

Jullundur M. B., A.-V., High.
„ Aided Mission „
Ráhon M. B., „ Middle.
Kartárpur „ „ „
Nakodar „ „ „
Cantonment Aided „ „
Nawashahr Unaided „ Middle.
Adampur D. B., V., „
Pharála „ „ „
Sháhkot „ „ „
Aláwalpur M. B., „ „
Banga „ „ „
Nawashahr „ „ „
Phillour „ „ „
Núrmahal „ „ „

98 Primary Schools for Boys.
30 Primary Schools for Girls.
1 Special School (Government Normal School for Masters).
319 Private Schools (286 for Boys and 33 for Girls).

463

LUDHIANA DISTRICT—

17 Secondary Schools for Boys at—

Ludhiána M. B., A.-V., High.
„ (Mission) Aided „ „
Ludhiána Christian Boys' Boarding High School (Aided).
Jagráon (Hindú) Unaided, A.-V., Middle.
Jagráon M. B., „ „
Ludhiána (Arya) Aided, „ „
„ (Haqqání) Aided, „ „
Samrála D. B., „ „
Gujarwál, D. B., V., „
Baddowál „ „ „
Ráepur „ „ „
Malaudh „ „ „
Sánchwál „ „ „
Sawaddí „ „ „
Khanna M. B. „ „
Máchhíwára „ „ „
Ráckot „ „ „

1 Secondary School for Girls at—

Gujarwál, D. B., V., Middle

73 Primary Schools for Boys
19 Primary Schools for Girls.
188 Private Schools (173 for Boys and 15 for Girls).

298

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—

Ferozepore, M. B., A.-V., High.
Fázilka „ „ Middle.
Cantonment Aided „ „
Mehráj D. B., V., „
Moga „ „ „
Buttar „ „ „
Zíra M. B., „ „
Dharmkot „ „ „

70 Primary Schools for Boys.
4 Primary Schools for Girls.
88 Private Schools (84 for Boys and 4 for Girls).
1 „ „ for European Girls.

171

1,352

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
Jhang Victoria Jubilee M. B., A.-V., High.
Chiniot M. B., A.-V., Middle.
Ahmadpur D. B., V., „
Shorkot „ „ „
31 Primary Schools for Boys.
7 Primary Schools for Girls.
100 Private Schools (99 for Boys and 1 for Girls).

142

MONTGOMERY DISTRICT—

4 Secondary Schools for Boys at—
Montgomery M. B, A.-V., Middle.
Kamália „ „ „
Pákpattan „ V. „
Dipálpur D. B., A.-V., „
33 Primary Schools for Boys.
1 Primary School for Girls.
79 Private Schools for Boys

117

LAHORE DISTRICT—

1 Government Arts College
1 Aided „ „ (Mission).
1 Unaided „ „ (Daya Nand A.-V.)
1 „ „ „ (Islámiya A.-V.)
1 Aided Oriental College.
1 Government Medical College.
23 Secondary Schools for Boys at—
Lahore Government A.-V., (Central Model), High
Qasúr M B, „ „
Lahore Aided (Mission) A.-V., „
„ „ (Aitchison College) A.-V., „
„ Unaided (Daya Nand School) „ „
„ „ (Madrastul Musalmín) „ „
„ Aided (Oriental College School) V. „
„ „ (European Boys) E. „
„ „ (Aitchison School) A.-V., Middle
Chúnián M.B., „ „
Lahore Aided (Mission Night) „ „
Mián Mír Cantonment Aided „ „
Lahore Unaided (Lyall School) „ „
Lahore „ (Sanátan Dharm School) A.-V. „
„ Aided (N.-W. Ry. Night „) E. „
„ „ (Cathedral Orphanage) „ „
„ „ (St. Anthony's) „ „
Bhadána D. B., V., Middle
Sursingh „ „ „
Bághbánpur „ „ „
Khem Karn M.B., „
Pattí „ „ „
Sharaqpur „ „ „
5 Secondary Schools for Girls at—
Lahore Aided (Lady Dufferin School) A.-V., High.
„ „ (Cathedral Girls' „) E., Middle.
„ „ (Convent „) E, „
„ „ (Cathedral Orphanage) E., „
„ „ (Victoria School) V., „
67 Primary Schools for Boys.
1 Primary School for Boys (Europeans).
31 Primary Schools for Girls.
7 Special Institutions at—
Lahore Government Central Training College.
„ „ Normal School.
„ „ Mayo School of Art.
„ Aided Law School.
„ Government Medical School.
„ „ Railway Technical School.
„ „ Veterinary School.
245 Private Schools (212 for Boys and 33 for Girls).

385

AMRITSAR DISTRICT—

1 Municipal Board College.
17 Secondary Schools for Boys at—
Amritsar M.B., A.-V., High.
„ Aided (Mission) A.-V., „
„ „ (M. A. O.) „ „
„ Unaided (Hindú) „ „
„ „ Punjabí, „
Tarn Táran D. B., A.-V., Middle.
Amritsar Aided (Mission Night), A.-V, Middle
Majítha „ (Mission) „ „
Ajnála D. B., V., „
Ram Dás „ „ „
Rája Sánsí „ „ „
Vairowál „ „ „
Fatehábád „ „ „
Butála „ „ „
Jandiála Unaided Punjabí, A.-V., Middle School.
Amritsar Khálsa School, Unaided Middle.
„ Sir James Lyall „ „
8 Secondary Schools for Girls—
Amritsar Aided (Alexandra), A.-V., High.
„ „ (Christian Boarding), A.-V. Middle.
„ M. B., V, Middle.
79 Primary Schools for Boys.
42 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
244 Private Schools (239 for Boys and 5 for Girls).

387

GURDASPUR DISTRICT—

12 Secondary Schools for Boys at—
Gurdáspur M. B., A.-V., High.
Batála Aided (Paring School), A.-V., High.
„ M.B, A.-V., Middle.
Dínánagar M.B., A.-V., Middle.
Pathánkot „ „ „
Srigobindpur „ „ „
Dera Bába Nának „ „ „
Batála City Aided (Mission) A.-V., „
Kanjrúr D. B., V., „
Shakargarh D.B., „ „
Sujánpur M. B, „ „
Kalánaur „ „ „
99 Primary Schools for Boys.
8 Primary Schools for Girls.
116 Private Schools (112 for Boys and 4 for Girls).

235

GUJRANWALA DISTRICT—

12 Secondary Schools for Boys at
Gujránwála Aided (Mission), A.-V., High.
Wazírábád „ („) „ „
Gujránwála M.B., A.-V., Middle.
„ (Khálsa) Unaided Middle.
Háfizábád A.-V., Unaided Middle.
Akálgarh D B., A.-V., „
Eminábád Unaided „ „
Háfizábád D. B., V., „
Sohdra D. B., V., Middle
Pindí Bhattían D. B., V., Middle.
Rámnagar M B, V., „
Qila' Dídár Singh M. B., V., „
2 Secondary Schools for Girls at—
Gujránwála, Aided (Mission), V, Middle.
„ (M. B.) V. Middle.
70 Primary Schools for Boys.
18 Primary Schools for Girls.
171 Private Schools (151 for Boys and 20 for Girls).

273

1,539

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College at Siálkot.
14 Secondary Schools for Boys at—
Siálkot M. B., A.-V., High.
„ Aided (Scotch Mission), A.-V. „
„ „ (American „) „ „
Pasrúr M.B., A.-V, High.
Zafarwál M B, „ Middle
Jámke „ „ „
Nárowál Aided „ „
Siálkot Unaided, Ver. „
(Christian Training Institute).
Sankhatra D B, Ver. „
Sambryál „ „ „
Gota „ „ „
Daska M B, Anglo-Ver „
Qila' Sobha Singh M.B., Ver. „
Goudal (Scotch Mission) Unaided A.-V., Middle.
3 Secondary Schools for Girls at—
Siálkot 2 Ver. Middle.
„ Aided (Convent), E., Middle.
79 Primary Schools for Boys.
31 Primary Schools for Girls.
372 Private Schools (359 for Boys and 13 for Girls).

500

GUJRAT DISTRICT—

9 Secondary Schools for Boys at—
Gujrát M.B., A.-V., High.
„ Unaided (Mission) „ „
„ Aided („) „ Middle.
Dinga „ („) „ „
Gujrát Unaided (Islámiya) „ „
Kunjah D.B., Vernacular „
Jalálpur Jattán, Aided, Anglo-Ver. „
Khárián D.B., Vernacular „
Dinga A.-V. (Unaided) „
52 Primary Schools for Boys.
8 Primary Schools for Girls.
604 Private Schools (549 for Boys and 55 for Girls).

668

SHAHPUR DISTRICT—

7 Secondary Schools for Boys at—
Bhera M.B., A.-V., High.
„ Unaided Anglo-Sanskrit „
Sháhpur D. B., A.-V., Middle.
(Davies' School).
Miání M.B., A.-V., „
Khushab M.B., A.-V., „
Sáhíwál „ „ „
Naushahra D B., V., „
44 Primary Schools for Boys.
12 Primary Schools for Girls
192 Private Schools (178 for Boys and 14 for Girls).

255

JHELUM DISTRICT—

7 Secondary Schools for Boys at—
Jhelum, M.B., A.-V., High.
Pind Dádan Khán M.B., „ Middle.
Chakwál D.B., „ „
Rohtás „ V. „
Talagang „ „ „
Bhawan „ „ „
Sanghoí Aided Mission School, Anglo-Ver., Middle.
51 Primary Schools for Boys.
15 Primary Schools for Girls.
1 Primary School for European Girls.
524 Private Schools (364 for Boys and 160 for Girls).

598

RAWALPINDI DISTRICT—

1 Unaided Arts College at Ráwalpindi.
13 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L.M.A.) E., „
Sagri D.B., A.-V., Middle.
Ráwalpindi M.B., „ „
Hazro „ „ „
Murree Aided (St. Thomas'), E., „
Ráwalpindi „ (Station) E., „
Gujar Khán D. B. V., „
Kallar „ „ „
Sukhú „ „ „
Guliána „ „ „
Pindígheb M.B., „ „
Sharesht Nití Shála of Bhái Búta Singh at Ráwalpindi (Unaided).
3 Secondary Schools for Girls at—
Murree—Government (L.M.A.), E., High.
„ Aided (St. Deny's), E., Middle.
„ „ (Convent), „ „
74 Primary Schools for Boys.
24 Primary Schools for Girls.
1 Special School at—
Ráwalpindi Government Normal School for Masters.
663 Private Schools (435 for Boys and 228 for Girls).

779

HAZARA DISTRICT—

4 Secondary Schools for Boys at—
Abbottábád M.B., A.-V., Middle.
Haripur „ „ „
Kot Najíb-ullah D.B., V. „
Baffa M.B., „ „
28 Primary Schools for Boys.
644 Private Schools (544 for Boys and 100 for Girls).

676

PESHAWAR DISTRICT—

10 Secondary Schools for Boys at—
Pesháwar M.B., A.-V., High
„ Aided (Edwardes' Mission) A.-V., „
Lála Rádha Kishan's Páthshálá (Unaided) Ver. High.
Islámiya School (Unaided) Ver. Middle.
Mardán D. B., V., „
Naushahra Kalán „ „ „
Chársadda „ „ „
Zaida „ „ „
Chamkání „ „ „
Tangí „ „ „
55 Primary Schools for Boys.
2 Primary Schools for Girls.
463 Private Schools (304 for Boys and 159 for Girls).

530

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát M.B., A.-V., High.
8 Primary Schools for Boys.
67 Private Schools for Boys.

76

4,082

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

10 Secondary Schools for Boys at—
Mooltan M. B., A.-V., High.
" Aided (Mission), A.-V., High.
Shujábád M. B., A.-V., Middle.
Cantonment Aided " "
Mooltan Unaided (Anglo-Sanskrit), A.-V., Middle.
" " (Islámiya) A.-V., Middle.
Kahror D. B., V., Middle
Saráe Siddhú " " "
Jalálpur M. B., " "
Tulamba " " "
67 Primary Schools for Boys.
2 Primary Schools for Girls.
2 Primary Schools for European Girls at Mooltan
1 Special School at—
Mooltan Government Normal School for Masters.
177 Private Schools (170 for Boys and 7 for Girls).

259

BANNU DISTRICT—

5 Secondary Schools for Boys at—
Bannú M. B., A.-V., Middle.
" Aided (Mission) " "
Miánwálí D.B., V. "
Mina Khel M.B., " "
I'sa Khel " " "
32 Primary Schools for Boys.
252 Private Schools (239 for Boys and 13 for Girls).

289

DERA ISMA'IL KHAN DISTRICT—

6 Secondary Schools for Boys at—
D. I. Khán Aided (Mission), A.-V., High.
" Unaided (Bhrátrí Sabha), A.-V., High
" M B., A.-V., Middle.
Leiáh " " "
Kuláchi D.B., " "
Bhakkar M.B., V. "
34 Primary Schools for Boys
5 Primary Schools for Girls
409 Private Schools (325 for Boys and 84 for Girls)

454

DERA GHAZI KHAN DISTRICT—

5 Secondary Schools for Boys at—
D. G. Khán M. B., A.-V., High
Rájanpur " " Middle.
Rojhán D. B., V., "
Taunsa " " "
Jámpur M. B. " "
43 Primary Schools for Boys.
1 Primary School for Girls.
145 Private Schools (112 for Boys and 33 for Girls)

194

MUZAFFARGARH DISTRICT—

3 Secondary Schools for Boys at—
Muzaffargarh M B., A.-V., Middle.
Kot Adú D. B., V., "
'Alipur M. B., " "
36 Primary Schools for Boys.
2 Primary Schools for Girls.
94 Private Schools (93 for Boys and 1 for Girls).

135

1,331

Chapter I, 1.

General Summary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
For Males.												
Arts Colleges ... English ...	8	7	1	...	797	589	208	...	1,22,120	1,07,832	14,288	...
Arts Colleges ... Oriental...	1	1	...	...	73	72	1	...	20,289	21,565	...	1,276
Medical College	1	1	...	...	189	158	31	...	63,129	72,252	...	9,123
High Schools	58	56	2	...	17,354	16,569	785	...	5,16,225	4,80,223	36,002	...
Middle Schools	225	215	10	...	33,974	32,243	1,731	...	3,55,233	3,34,458	20,775	...
Total Secondary Schools ...	283	271	12	...	51,328	48,812	2,516	...	8,71,458	8,14,681	56,777	...
Primary Schools	1,787	1,762	25	...	85,611	83,381	2,230	...	4,09,811	4,00,120	9,691	...
Total Schools for General Education	2,070	2,033	37	...	136,939	132,193	4,746	...	12,81,269	12,14,801	66,468	...
Schools for Special Instruction	13	14	...	1	1,378	1,371	7	...	1,44,950	1,43,856	1,094	...
Total Schools for General Education and for Special Instruction ...	2,083	2,047	36	...	138,317	133,564	4,753	...	14,26,219	13,58,657	67,562	...
For Females.												
High Schools	7	6	1	...	600	552	48	...	55,571	48,890	6,681	...
Middle Schools	21	21	...	...	1,448	1,346	102	..	70,782	76,450	..	5,668
Total Secondary Schools ...	28	27	1	...	2,048	1,898	150	...	1,26,353	1,25,340	1,013	...
Primary Schools	322	325	...	3	10,774	10,414	360	...	82,973	80,578	2,395	...
Total Schools for General Education ...	350	352	...	2	12,822	12,312	510	...	2,09,326	2,05,918	3,408	...
Total Public Institutions for Males and Females ...	2,443	2,408	35	...	152,198	146,695	5,503	...	18,41,083	17,66,224	74,859	...
PRIVATE INSTITUTIONS.												
For Males	5,860	5,811	49	...	95,145	91,887	3,258	...	...	...	...	...
For Females	1,023	1,025	...	2	14,082	12,517	1,565	...	...	...	...	...
Total Males and Females ...	6,883	6,836	47	...	109,227	104,404	4,823	...	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,326	9,244	82	...	261,425	251,099	10,326	.	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,52,705	1,43,709	8,996	...
Other Charges	...	...	...	...	...	...	...	...	8,87,337	8,98,020	...	10,683
Grand Total of Expenditure	...	...	...	...	...	...	...	...	28,81,125	28,07,953	73,172	...
High Stage ... Boys	2,243	2,196	47	...								
High Stage ... Girls	58	50	8	...	From Imperial Revenues ...				1,30,181	1,38,558	...	8,377
Middle Stage ... Boys	12,227	11,983	244	...	„ Provincial „ ...				9,27,636	9,39,256	...	11,620
Middle Stage ... Girls	429	386	43	..								
					„ District Funds ...				6,37,460	6,13,419	24,041	...
Total ... Boys	14,470	14,179	291	...								
Total ... Girls	487	436	51	...	„ Municipal Funds ...				3,47,049	3,32,206	14,843	...
Upper Primary Stage* Boys	25,604	24,712	892	...								
Upper Primary Stage* Girls	1,217	1,170	47	...	„ Fees.. Tuition Fees ...				5,00,565	4,57,394	43,171	...
					„ Fees.. Other Fees ...				44,233	42,712	1,521	...
Lower „ „ ... Boys	96,856	93,341	3,517	...								
Lower „ „ ... Girls	11,125	10,667	458	...	„ Other Sources ...				2,94,001	2,84,408	9,593	...
Total ... Boys	122,462	118,053	4,409	...								
Total ... Girls	12,342	11,837	505	.	Total				28,81,125	28,07,953	73,172	...

* Of both Secondary and Primary Schools.

BENGAL SECRETARIAT LIBRARY

CHAPTER I.

GENERAL SUMMARY.

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1. The table on the opposite page summarises the statistics of all classes of educational institutions in the Punjab for the last two years. General statistics.

2. The number of Public Institutions of all kinds increased during the year from 2408 to 2443, or by 35, and the number of scholars from 146,695 to 152,198, or by 5503. In institutions, there was a decrease of 3 in Primary Schools, and of 1 in Schools for Special Instruction, but a rise in all the other kinds. In scholars, there was an advance, more or less, all round. In Private Institutions, there was a rise in the number of schools from 6836 to 6883, or by 47, and also in the number of scholars, from 104,404 to 109,227, or by 4823. Taking both Public and Private Institutions together, there are now altogether 9326 of these in the Province, giving instruction to 261,425 scholars, or to about 8·35 per cent. of the children of a school-going age. Number of institutions and scholars.

3. The number of Colleges for University Education is now 10—9 Arts Colleges and 1 Medical College—compared with 9 last year, a new Arts College having been opened in connection with the large American Mission School at Ráwalpindi. The attendance on all the Colleges rose from 819 to 1059, or by nearly 30 per cent. Of the rise, 208 belong to the Arts Colleges proper, 1 only to the Oriental College, and 31 to the Medical College. If the Law students, returned in Chapter V, be added to those in receipt of a University Education, or 169, this would give 1228 in all receiving instruction of a higher than School standard. Colleges.

4. The Secondary Schools for boys rose during the year from 271 to 283, or by 12, and the number of scholars from 48,812 to 51,328, or by over 5 per cent. The number of Secondary Schools for girls is one more than last year, or 28, with an increase in the number of scholars from 1898 to 2048, or by nearly 8 per cent. The whole number of Secondary Schools for both boys and girls is 311, with 53,376 scholars, compared with 298 schools and 50,710 scholars last year. Of the schools, 284 are for Natives—154 Anglo-Vernacular, and 130 Vernacular, and 27 for Europeans ; and of the scholars, 51,494 are Natives, and 1882 Europeans. Of the whole number of scholars, 2301 are at the High stage of instruction, 12,656 at the Middle stage, and 38,419 at the Primary stage, compared with 2264, 12,369, and 36,095, respectively, in the previous year. Secondary Schools.

5. The Primary Schools for boys show an increase since last year from 1762 to 1787, or by 25, with a rise in the number of scholars from 83,381 to 85,611, or by 2·6 per cent. Two of Primary Schools.

Chapter I, 6. General Summary.

these schools, with 75 scholars, are for Europeans. The number of Primary Schools for girls is three fewer than last year, or 322, with a rise, however, in the number of scholars, from 10,414 to 10,774, or by 3·4 per cent. Four of the girls' schools, with 99 scholars, are for Europeans. Taking both the Boys' and Girls' Schools together, there are now altogether 2109 Primary Schools in the Province, attended by 96,385 scholars, of whom 174 are Europeans, against 2087 schools, and 93,795 scholars, last year. If the number in the Primary Departments of Secondary Schools, or 38,419, be added, we get a total of 134,804 scholars at the Primary stage of instruction in Public Schools, of whom 122,462 are boys, and 12,342 girls. At the Upper Primary stage, there are 26,821, or 939 more than in the previous year.

Schools for Special Instruction.

6. Besides the ordinary Primary and Secondary Schools detailed above, there are 13 Schools for Special Education in the Province, compared with 14 last year. These consist of 6 Training Institutions for Male Teachers, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 3 Industrial Schools. The decline was in the new, or fourth, Industrial School returned last year. The attendance on all the Special Schools at the end of the year was 1378, or 7 more than in the previous year, of whom 9 belonging to the Medical School were females. There are, at present, no Training Institutions for Female Teachers; but there were at the end of the year, 15 young women, not included in the above figures, under training as teachers in Normal Classes attached to a few of the ordinary Girls' Schools.

Classification of Public Institutions according to management.

7. The following statement gives the classification of all the Public Institutions now returned according to their management :—

	Institutions.	Scholars.
Under Public Management—		
Managed by Government	23	3,516
Managed by Local Boards	2,094	121,377
Under Private Management—		
Aided Institutions	261	20,617
Unaided Institutions	65	6,688
Total ...	2,443	152,198

Only 23 institutions are managed by Government, namely,—an Arts College, a Medical College, 10 of the Schools for Special Education, 5 Model Schools attached to the Training Institutions, the Military Asylums at Sanáwar and Murree—classed as 4 schools, two for boys and two for girls, and the endowed Anglo-Arabic School at Delhi which, with a Branch School, is this year returned as two institutions. The number of scholars in the institutions managed by Government is only about 2·3 per cent. of the total; in Board Institutions, it is 79·7 per cent.; in Aided Institutions, it is 13·5 per cent.; and in Unaided Institutions, about 4·5 per cent.

Private Institutions.

8. Of the 6883 Private Institutions returned this year, 5860 are for males, and 1023 for females, 3 of each being for Europeans; and of the 109,227 scholars, 95,145 (including 58 Europeans) are boys, and 14,082 (including 51 Europeans) are girls. Of the whole number of Private Institutions, 6437 are Indigenous Schools properly so called, conducted by Natives of the country according to indigenous methods; whereas the remaining 440 schools, returned as "Other Schools," are new growths, which, though not conforming to the ordinary Departmental Standards, aim at imparting a useful general education. Of the Indigenous Schools, 585 are what are called Advanced Schools, teaching Arabic, Persian, or Sanskrit, with 7957

scholars, all of whom are males; 1509, with 33,906 scholars, are Elementary Schools teaching mostly a Vernacular language only; and 4343, with 52,151 scholars, are institutions for religious instruction by rote. The 446 "Other Schools," with 15,213 scholars, include the 6 Private Schools for Europeans, and, with the Elementary Indigenous Schools, represent the field within which the departmental influence is being gradually felt. During the past year, 681 of these two classes of schools, with 25,816 scholars, were examined for grants, under the simple rules prescribed for Indigenous Schools.

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9. The return of scholars according to race or creed is as follows:—In Public Institutions, Hindús 90,554, Muhammadans 58,219, Native Christians 1039, Others 324, Europeans 2062; in Private Institutions, Hindús 33,601, Muhammadans 73,545, Native Christians 702, Others 1270, Europeans 109; in both Public and Private Institutions, Hindús 124,155, Muhammadans 131,764, Native Christians 1741, Others 1594, Europeans 2171. In Public Institutions, the proportion of Hindú to Muhammadan scholars is about 100 : 64; in Private Institutions, it is about 46 : 100; and in both together, or in the grand total under instruction, it is 94 :100, compared with 79 :100 of relative population. The proportion in favour of Muhammadan scholars in Private Institutions is due to the large attendance of this class on schools for religious instruction, the comparison, in this case, being as 1054 : 51,072, or about 2 to 100. On the other hand, the useful Elementary Schools, teaching mostly a Vernacular language only, are chiefly attended by Hindús, in the proportion of about 100 : 37.

Scholars according to race or creed.

10. The whole departmental expenditure for the year was Rs. 28,81,125, or Rs. 73,172 more than last year. The *direct* expenditure, that is, expenditure on tuition, was Rs. 18,41,083, or Rs. 74,859 in advance of the previous year; whereas the *indirect* expenditure, that is, expenditure on Direction, Inspection, Scholarships, Buildings, &c., was Rs. 10,40,042, or a decrease of Rs. 1,687. The rise in direct expenditure was in all classes of institutions except the Medical College, the Oriental College, and Girls' Middle Schools, and chiefly in the Secondary Schools for boys. The small decrease in indirect expenditure was chiefly in School Furniture and Appliances, and Miscellaneous Charges. Of the total expenditure, 63·9 per cent. was *direct*, and 36 1 per cent. *indirect*, against 62·9 and 37·1, respectively, in the previous year.

Expenditure.

11. The direct expenditure on University Education was Rs. 2,05,538, or Rs. 3,889 in excess of last year, Arts Colleges showing an increase of Rs. 13,012, and the Medical College a decrease of Rs. 9,123, owing to the absence of some of the permanent staff, and the smaller salaries of their substitutes. The average cost of educating each student in an Arts College is Rs. 173-7-3, towards which Rs. 82-15-10, or a little under one-half, is contributed from Public Funds. In the Medical College, the average cost is Rs. 314-1-2, to which Public Funds contribute Rs. 290-4-10, or over nine-tenths.

Direct expenditure.

In Boys' Schools for General Education, the expenditure amounted to Rs. 12,81,269, or an increase of Rs. 66,468, of which Rs. 56,777 was on the Secondary Schools, and Rs. 9,691 on the Primary. In both cases, the rise was chiefly due to the increased number of schools and improved equipment. In Girls' Schools, the expenditure rose to Rs. 2,09,326, or by Rs 3,408, the increase being mostly due to enhanced salaries. The total direct expenditure on both Boys' and Girls' Schools was Rs. 14,90,595, or Rs. 69,876 more than in the previous year. The average cost of educating a scholar in a Secondary School is Rs. 18-11-10; in a Primary School, it is Rs. 5-6-9. In the former case, Public

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Funds contribute Rs. 8-3-1, or about 44 per cent.; in the latter case, Rs. 4-5-5, or about 80 per cent.

In Schools for Special Education, the expenditure rose to Rs. 1,44,950, or by Rs. 1,094, the rise being mostly on account of the Training Institutions and the Veterinary School. Of the total under this head, Rs. 63,037 was spent on the Training Institutions, Rs. 15,846 on the Medical School, Rs. 7,193 on the Law School, Rs. 33,694 on the Veterinary School, Rs. 13,713 on the School of Art, and Rs. 11,467 on Technical and Industrial Schools. These institutions differ so widely in character, that a calculation of the average cost, per scholar, would be of little value; but the fact that Public Funds contribute 91 per cent. of the whole cost is worthy of notice.

Indirect expenditure.

12. Indirect expenditure is given in the 'General Summary' table at the beginning of this Chapter under the two heads of Scholarships and 'Other Charges.' On Scholarships, the expenditure was Rs. 1,52,705, or Rs. 8,996 more than last year, the rise being chiefly in the Secondary and Special Schools. The details under the head of 'Other Charges' are given below:—

	1893-94.	1892-93.	Increase	Decrease
	Rs	Rs.	Rs	Rs.
(1). Buildings	3 61 375	3,48,674	12,701	...
(2). Furniture and Apparatus	34.020	57,039	.	23,019
(3) University	66.926	63,480	3 446	...
(4). Direction	44 451	42,531	1 920	...
(5). Inspection	1.65.383	1.65,150	233	..
(6) Miscellaneous	2.15,182	2,21,146	.	5,964
Total ...	8,87,337	8,98,020		10,683

There is a decrease, on the whole, of Rs. 10,683, due to Furniture and Apparatus, and Miscellaneous Charges. The decline under the former head was on account of there having been an unusual expenditure on Science and Gymnastic Apparatus in the previous year, and, under the latter, on account of diminished Boarding expenditure in the Lawrence Asylum, Sanáwar. The charge on account of Buildings is still very large, owing to the new Barracks at Sanáwar, on which Rs. 1,73,389 was spent during the year; but the excess under this head was due chiefly to an increased expenditure on Board Schools, and to the new Boarding House attached to the Central Training College, Lahore. The increase against the head University was due mainly to enhanced Examination charges; and that against Direction as well as Inspection, to increments of salary and exchange compensation allowances. It may be noted that the cost of Direction is 1·54 per cent. of the total expenditure, and the cost of Inspection, 5·74 per cent.

Expenditure from Imperial Revenues.

13. The expenditure from Imperial Revenues for the year amounted to Rs. 1,30,181, or a decrease of Rs. 8,377. This expenditure is wholly on the Sanáwar Military Asylum, and the Veterinary School, Lahore. On the former, there was a decrease of Rs. 10,138, for the reason explained in the last paragraph; and, on the latter, an increase of Rs. 1,761. The expenditure under this head is 4·5 per cent. of the total.

Expenditure from Provincial Revenues.

14. The expenditure from Provincial Revenues was Rs. 9,27,636, or Rs. 11,620 less than last year. The decrease was mainly due to the diminished expenditure on the Medical College, already alluded to, and, in a lesser degree, to smaller grant earnings in several schools, to fewer building grants having been paid, and to a reduction, on account of the straitened financial circumstances, in the special grant for the Patronage of Literature to the

Text-Book Committee. The expenditure under this head is 32·1 per cent. of the total, against 33·4 per cent. in the previous year.

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15. The expenditure from District Funds is Rs. 6,37,460, or an increase of Rs. 24,041. The increase was due to the greater number of District Board Schools and the improved equipment of these, to enhanced grants to Indigenous Schools, returned under Miscellaneous, and to Sports, Scholarships, and Buildings, with a partially compensating decrease under Furniture and Apparatus. The expenditure from Municipal Funds was Rs. 3,47,049, or a rise of Rs. 14,843 due partly to a reduction of the grants from Provincial Revenues, which only partially operated in the previous year. The increase was mostly on Secondary Schools' Establishments and Buildings, the latter amounting to Rs. 12,566. The expenditure from District and Municipal Funds is 22·1 and 12 per cent., respectively, of the total cost, against 22 and 11·8 per cent. last year.

Expenditure from District and Municipal Funds.

16. The expenditure from 'Other Sources' is made up mostly of Subscriptions and Endowments in behalf of Institutions under Private Management, and represents the contribution from Private Sources on account of Education. The amount spent from these sources was Rs. 9,593 more than in the previous year, or Rs. 2,94,001. The rise was chiefly in the Secondary Schools, with compensating decreases on Colleges, because of enhanced fees, on Buildings and Furniture. The expenditure under this head is 10·2 per cent. of the total, compared with 10 per cent. in the previous year.

Expenditure from Other Sources.

17. The income from Tuition Fees rose by Rs. 43,171, and now stands at Rs. 5,00,565. The rise was in all classes of institutions except Middle Schools for girls, and was specially marked in the Colleges and Secondary Schools. There is also a rise of Rs. 1,521 in the Fees for admission to the University Examinations, giving now Rs. 44,233 on that account. Taking both classes of Fees together, we get a sum of Rs. 5,44,798, which is equivalent to 18·9 per cent. of the total expenditure, against 17·8 per cent. last year. The fee rates for tuition, it may be stated, are now at their maximum, except in a few backward Districts, for which special rates have been sanctioned.

Fees.

18. The statement below compares the number of successful candidates in the University and Departmental Examinations on the side of General Education, for the last two years, including private candidates :—

Examination results.

			Number of successful candidates.			
			1893-94.	1892-93.	Increase	Decrease
Master of Arts			12	7	5	...
Master of Oriental Learning			.	1	...	1
Bachelor of Arts	Punjab		108	51	57	...
	Calcutta		1	...	1	..
Bachelor of Oriental Learning			5	3	2	...
Intermediate	Arts		168	127	41	...
	Oriental		3	2	1	...
Entrance, Punjab, and Equivalent Examination.	English	Boys	828	750	78	...
		Girls	7	1	6	...
	Oriental		8	11	...	3
Entrance, Calcutta		Boys	10	23	...	13
		Girls	1	2	.	1
Middle School, and Equivalent Examination.	English	Boys	3,196	1,326	1,870	..
		Girls	57	56	1	...
	Vernacular	Boys	1,209	1,068	141	...
		Girls	16	14	2	...
Upper Primary, and Fourth Standard		Boys	8,541	7,711	830	...
		Girls	321	297	24	...
Lower Primary, and Second Standard		Boys	12,208	11,882	326	...
		Girls	735	585	150	...

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There is a rise in the number of passes in all except the Master of Oriental Learning, the Punjab Oriental Entrance, and the Calcutta Entrance Examinations. In the Degree Examinations, especially the Bachelor of Arts, the increase is marked. In the Intermediate Examination, there is an increase of 34 per cent., and in the Punjab Entrance and Equivalent Examination, of 11 per cent., the return of successful girls, though still small, being promising. In the Calcutta Entrance Examination, the decline is considerable, and the proportion of successes to candidates is extremely low; but the examinations of this University have become completely extraneous to the Province. The increase of passes in the Middle School Examination is remarkable, many schools by no means reputed the best having passed all their candidates; and it is doubtful whether the standard applied this year was not as much too low as that of the previous year, in certain subjects, was too high. In both the Primary Examinations, the rise was satisfactory; and an average of 73 per cent. of passes to candidates may be regarded as implying a considerable degree of instructional efficiency.

Moral training.

19. The important subject of moral influence is kept constantly before the schools; and it is believed that, at least on the Anglo-Vernacular side, the tone of the schools is improving. It is more difficult to reach the Village Schools; but even here, especially by means of recently trained teachers and improved text-books, it is admitted that a sense of the higher object of education has been awakened. Inspectors of Schools give special attention to this subject. They are required to bring it to the prominent notice of Managers and Teachers, and to impress upon these their responsibility in the matter; and the wholesomeness of such a regulation cannot be doubted. Hence the Inspectors, without exception, speak favourably and hopefully of the schools in this respect. The Inspector of the Delhi Circle says: "I believe that there is a higher sense of their duty gaining ground among the teachers, which is gradually being reflected upon the character of their pupils." The Ráwalpindi Inspector doubts whether the moral tone imparted is anywhere "high;" and the Lahore Inspector remarks: "There are signs of improvement in the manners of the scholars; but these are chiefly apparent in schools under the control of influential religious organizations, or maintained by persons with a definite religious object." There are two influences at work, at the present time, which tend to interfere with school discipline. The first is, in the case of Board Schools, in individual Managers insisting on the Head Masters setting aside the prescribed regulations to meet their wishes, or the wishes of their friends. The second arises from inducements held out to scholars to join any new school that may be started, when both rules and propriety are set at defiance. "There is," as one Inspector observes, "more done by outside influence to endanger the well-being of all that is held essential in school management, than originates with the pupils themselves, or than reflects upon the character of the Masters." But, on the whole, in the matter of wholesome influence, the outlook is more hopeful than the contrary.

Physical training

20. In all classes of institutions connected with the Department, the physical training of the scholars received increased attention during the year; and much interest is now taken in the subject both by the Managers and Teachers. The prescribed courses of instruction consist of Drill and Gymnastics, which are supposed to be taught in all schools. It will take some time before this can be completely arranged in respect of the Village Schools;

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but, in some Districts, this has already been done. The plan adopted, particularly in parts of the Ráwalpindi Circle, of having an Itinerant Instructor attached to each Tahsíl, to meet the case of the Vernacular Schools, is a good one, and seems worthy of being generally adopted. The provision of a special Gymnastic Instructor for every Anglo-Vernacular School is desirable, but is a matter of means. Besides the prescribed courses, games (including Cricket and Football) are encouraged; and school matches and tournaments are now of frequent occurrence, and are engaged in with spirit. The past year may be described as one of marked progress in the matter of physical instruction and games; and what remains to be done merely wants time and the means for its accomplishment.

General progress.

21. From what has been said above, it may, I think, be inferred, that the year under report was, generally speaking, one of fair progress. The number both of schools and scholars increased; more Private Schools were brought under the influence of the Department; the examination results were, almost without exception, very favourable; the fee receipts rose again considerably; the tone and discipline of the schools are said to have improved; and substantial progress was made in physical training. The instruction imparted in many of the schools is not yet all that could be desired, and is especially wanting in thoroughness; but it is allowed generally by Inspecting Officers that even here there is a gradual, if slow, improvement. There is, therefore, a prospect of better things to come; although the fact that an average of less than 9 in 100 of the children of a school-going age are yet in receipt of instruction of any kind, shows how much remains to be done. For boys, this average is somewhat below 14 in 100; for girls, it is only 1·86.

Management of Schools by District Boards.

22. As many as 1773 of the Public Schools, with 86,705 scholars, are under the management of District Boards, including, practically, all the Village Schools. The duties, in respect of these schools, consist in giving effect, as far as practicable, to the suggestions of the Educational Department regarding them, in appointing, promoting, transferring, and granting leave to the teachers, and in attending to the outward wants of the schools, such as the provision and repairs of the buildings, the supply of furniture and play-grounds, and, in the case of Secondary Schools, of Boarding Houses. The more enlightened members of the Boards continue to take a real interest in the schools, and to be especially helpful in the case of those situated near their homes. But, as explained in previous reports, the responsible management of the schools rests, not with the Boards, but with the Deputy Commissioner, or the Assistant to whom this part of the District Administration may be entrusted. And, as a rule, the suggestions of the Department, and the wants of the schools, receive considerable attention. In some cases, where the Deputy Commissioner takes a personal interest in the matter, everything is done that could reasonably be expected; and the Department is greatly helped and encouraged. Where the Inspectors, in instances, complain, is when they have to draw attention, year after year, to the same urgent and simple wants, without any response; but it is believed that, in such cases, if the District Inspector were as energetic and tactful as he ought to be, the delay would be less. For the prompt supply of play-grounds, the repairing of buildings, and such like, the individual members of the Boards, it is considered, should be made more responsible, within their respective iláqas, than they at present are.

Management of Schools by Municipal Boards.

23. There are at present 321 schools, mostly Anglo-Vernacular Schools, with 34,672 scholars, under the control of Municipal

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Boards. That control, in the case of the minor Municipalities, is practically limited as in the case of the District Boards; and the management of the schools is said to be generally satisfactory. In the case of the larger Municipalities, the management of the schools is rightly left almost entirely to the Boards, with various results. In most cases, the management is said to be, on the whole, as good as could be expected, in the circumstances; in a few instances, it is not satisfactory; and, in one or two cases, it is about as bad as it could be, with nothing like real interest in the schools, and little concern for their fate. In hardly any case, is there that close and interested supervision, which, when it is exercised, has an excellent influence for good, and seldom that promptitude in attending to the wants of the schools, that, for complete efficiency, is required. In the worst cases, interference with the authority of the Head Masters in matters of routine and discipline, the infusion of party spirit into the school among both masters and scholars, and neglect of the schools' most urgent wants—even such a small and necessary thing as chalk not being supplied, are what are chiefly complained of. But things are better than they were a few years ago; and it may be hoped that, as time goes on, under the discreet guidance of the Head Masters, these evils will entirely disappear.

Extent to which District Boards fulfil their obligations as to expenditure on education.

24. The table given on pages 12 and 13 will show to what extent the various District Boards fulfilled their obligations with regard to educational expenditure during the past year. It is laid down by Government that District Boards may be called upon to spend on education, exclusive of charges on buildings, not less than twenty-five per cent. of their annual income, not including grants for the same object, nor the school fees. From columns 8 and 9 of the table, it will be seen that the total budget provision for all the Districts fell short of the minimum that might be required by Rs. 94,424, or by Rs. 6,798 more than last year; and from column 17, that the gross expenditure was less than the budget provision by Rs. 29,574. There was thus spent by District Boards on their schools Rs. 1,23,998 less than they might have been called upon to spend. Comparing columns 23, 24, and 25, it will be found that the *net* expenditure—that is, the expenditure from the bare twenty-five per cent. return in column 7—was Rs. 16,617 more than last year, and Rs. 1,11,946 in excess of that expended in 1885-86, that is, the year before the schools were localised. It was, however, less than might have been required by Rs. 1,22,981, which leaves a good margin yet for educational expansion. From columns 15 and 16 of the second section of the table, it will be seen that the budget provision for Primary Education fell short of what might be required by Rs. 71,634, or by Rs. 7,666 more than last year.

Obligations of District Boards considered by Circles and Districts.

25. If the matter of the obligations of the District Boards to education be considered by Circles, it will be found that the expenditure in the Ráwalpindi Circle was 87·3 per cent. of what might have been required; in the Jullundur Circle, it was 87·1 per cent.; in the Deraját Circle, 85 per cent.; in the Lahore Circle, 81·9 per cent.; and, in the Delhi Circle, 75·8 per cent. The fall of the Lahore Circle, in this respect, is owing, not to diminished expenditure, but to the increased income of the Boards. If the Districts be compared, in this connection, leaving Simla out as having but Rs. 470 *net* to spend on education, the Dera Ghází Khán District heads the list with 115·9 per cent. of what might be required. Then follow the Jullundur, Muzaffargarh, Amritsar, Ludhiána, Gujrát, Ráwalpindi, Gujránwála, Hoshiárpur, Siálkot, Karnál, Umballa, and Jhelum Districts, with over 90 per cent.;

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and the Rohtak, Sháhpur, Hazára, and Bannú Districts, with between 80 and 90 per cent. There are, thus, as many as seventeen Districts which have little or no margin left, and are doing as much as they can be expected to do, pecuniarily, for education. Only the Kohát and Hissár Districts stand out as being much behind in this respect.

Extent to which Municipal Boards fulfil their pecuniary obligations to education.

26. For Municipal Boards, it is laid down that they may be required to spend on education, not including buildings, *ten* per cent. of their annual income, excluding grants from public sources, and fees; and the table which extends from page 14 to 23 will show to what extent this obligation was fulfilled during the past year. From columns 7 and 8, it will be seen that the total budget provision for all the Municipalities fell short of what might have been required by Rs. 1,55,812, or by Rs. 3,578 more than last year; and from column 9, that the actual gross expenditure was less than the budget provision, by Rs. 11,282. The total gross expenditure was, therefore, Rs. 1,67,094 less than might have been required. It was, however, Rs. 13,920 more than in the previous year. Comparing columns 14, 15, and 16, it will be found that the *net* expenditure was Rs. 28,390 more than last year, and Rs. 58,204 more than was expended before the localisation of the schools, these figures being swelled by the recent reduction of the grants from Provincial Revenues. The net expenditure is still Rs. 1,54,531 less than the minimum that might be required, leaving a fair margin for further educational expansion.

Obligation of Municipal Boards considered by Circles.

27. The degree to which the Municipalities of the Province fulfil, on an average, their duty to education, in respect of the minimum gross requirement, is 76·2 per cent. The Principal Municipalities spend, on an average, 70 per cent. of the minimum that may be required; whilst the Minor Municipalities spend 96·3 per cent. Making a comparison by Circles, the Jullundur Circle has again the highest average of gross expenditure, or 89·3 per cent.; the Ráwalpindi Circle follows, with 79·2 per cent.; the Deraját Circle, with 77·8 per cent.; the Lahore Circle, with 74·9 per cent.; and the Delhi Circle, with 67·5 per cent. The averages for the Lahore and Delhi Circles are brought down by each of them having two of the largest Municipalities, which spend a comparatively small proportion of their means on education. The Minor Municipalities spend almost everywhere more liberally on education than do the Principal Municipalities, the average for each Circle being over 90 per cent.; and those in the Rohtak, Karnál, Hoshiárpur, Ludhiána, Ferozepore, Amritsar, Sháhpur, Hazára, Mooltan, and Dera Ghází Khan Districts, spend more than the minimum that might be required. Of the Principal Municipalities, those of Jagádhrí, Núrpur, Gurdáspur, Gujránwála, Wazírábád, Siálkot, Gujrát, and Bhera spend more than the minimum, and those at Rohtak, Karnál, Ludhiána, Jhang, Qasúr, Batála, Jhelum, and Abbottábád, over 90 per cent. Of the largest Municipalities, Amritsar spends most liberally on education, with 76·3 per cent. of the possible requirement; Delhi spends 53 per cent., Ráwalpindi, 46 per cent., Pesháwar, 34·1 per cent., Lahore, 20·3 per cent., and Simla, 16·6 per cent. The most liberal expenditure of all is that of the Siálkot Municipality, with 19·7 per cent. more than the minimum they might have been called on to spend.

Comparison of boys under instruction in the different Districts.

28. The subjoined table shows the proportion of boys actually at School, Public and Private, in the different Districts, compared with the number of boys of a school-going age, and

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Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	168	60	550	25,460	26,238	12,089	...	...	60
2. Rohtak	216	...	...	...	1,080	21,900	23,196	22,036	216	...	...
3. Gurgáon	...	...	...	...	1,700	30,564	32,264	24,643	...	...	...
4. Delhi	180	702	500	...	1,050	23,639	26,071	21,967	180	...	...
5. Karnál	400	...	...	...	900	19,369	20,669	18,170	400	...	...
6. Umballa	400	...	...	...	2,900	32,390	35,690	32,449	400	...	...
7. Simla	287	...	...	155	100	470	1,012	1,470	287	...	62
Total Delhi Circle	1,483	702	668	215	8,280	1,53,792	1,65,140	1,32,824	1,483	...	122
8. Kángra	337	...	54	1,023	1,150	27,244	29,808	20,290	337	...	1,023
9. Hoshiárpur ...	360	...	...	96	5,338	37,909	43,703	40,901	360	...	96
10. Jullundur	180	594	312	...	2,550	33,612	37,248	37,120	180	...	...
11. Ludhiána	288	...	...	...	3,730	27,317	31,335	31,096	288	...	...
12. Ferozepore ...	300	...	...	...	1,950	29,070	31,320	28,966	300	...	...
Total Jullundur Circle,	1,465	594	366	1,119	14,718	1,55,152	1,73,414	1,58,373	1,465	...	1,119
13. Jhang	300	...	...	101	830	16,486	17,717	10,619	300	...	...
14. Montgomery ...	...	...	...	461	670	14,481	15,612	11,842	...	...	...
15. Lahore	180	648	...	...	1,335	24,830	26,993	22,514	180	...	...
16. Amritsar	400	...	...	...	6,200	26,750	33,350	31,500	...	...	...
17. Gurdáspur... ...	252	...	...	...	2,500	40,107	42,859	37,012	252	...	...
18. Gujránwála ...	400	...	185	100	4,800	17,882	23,367	24,157	400	84	...
Total Lahore Circle,	1,532	648	185	662	16,335	1,40,536	1,59,898	1,37,644	1,132	84	...
19. Siálkot	...	...	210	400	3,600	36,894	41,104	38,692	...	...	50
20. Gujrát	...	...	100	100	2,500	19,181	21,881	20,825	...	...	...
21. Shábpur	400	...	60	...	3,000	19,735	23,195	20,000	400	...	...
22. Jhelum	180	...	96	...	3,900	16,660	20,836	19,975	180	...	...
23. Ráwalpindi ...	400	460	...	...	2,700	21,083	24,643	25,326	400	...	...
24. Hazára	...	...	...	...	210	7,290	7,500	7,270	...	...	...
25. Pesháwar	...	144	...	...	190	21,104	21,438	16,030	...	...	...
26. Kohát	158	...	...	...	60	6,776	6,994	3,296	158	...	...
Total Ráwalpindi Circle	1,138	604	466	500	16,160	1,48,723	1,67,591	1,51,414	1,138	...	50
27. Mooltan	400	...	192	...	700	24,586	25,878	20,328	400	...	...
28. Bannú	400	...	...	...	100	11,690	12,190	10,936	400	...	...
29. Dera Isma'íl Khán,	220	216	270	406	275	15,445	16,832	13,620	220	...	...
30. Dera Ghází Khán...	400	...	352	...	140	9,644	10,536	12,280	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,792	13,292	12,924	400	...	...
Total Deraját Circle,	1,820	216	814	406	1,315	74,157	78,728	70,088	1,820	...	...
Grand Total for the Punjab	7,438	2,764	2,499	2,902	56,808	6,72,360	7,44,771	6,50,343	7,038	84	1,291

from District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
PROVISION FOR PRIMARY SCHOOLS.				ACTUALS FOR EDUCATION.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Gross expenditure during the school-year other than that on School buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except School buildings.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
550	15,276	15,886	7,744	10,465	...	...	168	60	502	9,735	10,020	8,141
700	13,140	14,056	11,244	20,739	216	...	...	...	1,385	19,138	18,871	16,209
900	18,339	19,239	14,682	22,251	...	...	...	67	1,853	20,331	20,812	21,274
550	14,438	15,168	12,224	19,592	180	675	...	...	1,198	17,539	21,250	16,907
500	11,681	12,581	12,720	18,680	400	...	...	...	948	17,331	15,606	11,641
1,300	19,434	21,134	15,235	32,226	400	...	128	121	2,337	29,240	23,993	24,072
100	282	731	1,329	1,327	287	...	...	155	157	729	717	1,096
4,600	92,590	98,795	75,178	1,25,280	1,483	675	296	403	8,380	1,14,043	1,11,269	99,340
250	16,490	18,100	10,058	21,391	337	...	86	66	1,690	19,212	17,859	12,340
4,546	22,864	27,866	22,437	40,161	360	...	...	144	3,529	36,128	32,092	22,711
1,800	20,416	22,396	23,135	36,714	180	594	312	100	2,615	32,913	33,612	29,079
1,700	16,695	18,683	14,325	30,159	288	...	...	130	4,351	25,390	26,989	21,723
740	17,623	18,663	15,198	22,662	300	...	37	...	2,016	20,309	18,038	14,430
9,036	94,088	1,05,708	85,153	1,51,087	1,465	594	435	440	14,201	1,33,952	1,28,590	1,00,283
430	9,966	10,696	6,442	11,345	300	...	...	95	716	10,234	10,663	8,883
500	8,784	9,284	6,654	11,366	...	...	...	270	1,006	10,090	9,776	5,597
600	14,898	15,678	11,596	20,000	180	648	...	...	997	18,175	17,778	15,975
2,400	16,050	18,450	17,960	32,255	400	...	819	...	5,821	25,215	26,234	21,993
2,000	24,064	26,316	23,942	33,775	252	...	...	...	2,183	31,340	29,506	25,340
2,300	11,135	13,919	15,212	22,245	400	...	183	180	5,217	16,265	16,499	14,477
8,230	84,897	94,343	81,806	1,30,986	1,532	648	1,002	545	15,940	1,11,319	1,10,456	92,265
2,400	22,400	24,850	20,838	37,744	...	...	206	311	3,109	34,118	30,748	22,168
1,500	11,689	13,189	11,464	20,916	...	...	106	117	2,934	17,759	14,796	15,107
1,000	11,001	12,401	10,850	20,172	400	...	59	168	2,829	16,716	14,449	8,292
1,300	9,996	11,476	12,140	18,773	180	...	96	...	4,113	14,384	15,417	15,255
1,000	12,973	14,373	14,796	23,556	400	460	...	...	2,478	20,218	21,420	16,129
110	4,374	4,484	5,514	6,498	...	...	...	...	224	6,274	6,509	6,054
90	12,662	12,752	9,049	16,149	...	144	...	...	186	15,819	15,672	10,622
60	4,066	4,284	3,296	2,631	158	...	...	...	33	2,440	2,245	1,289
7,460	89,161	97,809	87,947	1,46,439	1,138	604	467	596	15,906	1,27,728	1,21,256	94,916
350	14,804	15,554	13,258	19,066	400	...	192	...	775	17,699	17,809	15,425
10	7,014	7,424	6,800	10,539	400	...	..	...	111	10,028	9,960	8,407
125	9,285	9,630	7,850	12,167	220	216	270	406	211	10,844	10,471	7,519
40	5,854	6,294	6,611	12,217	400	...	452	...	85	11,280	11,235	10,280
65	7,675	8,140	7,460	12,992	400	...	...	...	106	12,486	11,716	8,998
590	44,632	47,042	41,979	66,981	1,820	216	914	406	1 288	62,337	61,191	50,629
29,916	4,05,368	4,43,697	3,72,063	6,20,773	7,438	2,737	3,114	2,390	55,715	5,49,379	5,32,762	4,37,433

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General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Hissár	Bhiwání	2,625	...	...	1,700	4,700	9,025	7,082
	Sirsa	1,905	...	...	900	2,470	5,275	3,954
	Minor	35	570	...	2,100	3,512	6,217	5,722
	Total Hissár ...	4,565	570	...	4,700	10,682	20,517	16,758
Rohtak	Rohtak	2,254	312	...	2,334	1,080	5,980	6,036
	Minor	508	3,447	...	2,189	2,889	9,033	10,440
	Total Rohtak ...	2,762	3,759	...	4,523	3,960	15,013	16,476
Gurgáon	Rewárí	4,620	...	...	4,600	4,352	13,572	12,512
	Minor	...	...	...	620	3,273	3,893	2,664
	Total Gurgáon ...	4,620	...	...	5,220	7,625	17,465	15,176
Delhi	Delhi	14,336	...	...	6,500	37,463	58,299	25,800
	Minor	300	1,581	...	950	2,103	4,934	4,446
	Total Delhi ...	14,636	1,581	...	7,450	39,566	63,233	30,246
Karnál	Karnál	1,821	960	...	2,000	2,609	7,390	7,129
	Minor	165	1,080	...	2,000	4,139	7,384	8,356
	Total Karnál ...	1,986	2,040	...	4,000	6,748	14,774	15,485
Umballa	Umballa	2,205	...	203	2,200	3,467	8,075	7,261
	Jagádhrí	3,479	...	...	2,000	1,581	7,060	8,445
	Minor	672	2,258	...	2,510	4,075	9,515	10,392
	Total Umballa ...	6,356	2,258	203	6,710	9,123	24,650	26,098
Simla	Simla	1,662	...	478	2,000	29,901	34,041	5,954
	Total Simla ...	1,662	...	478	2,000	29,901	34,041	5,954
	Total Principal ..	34,907	1,272	681	24,234	87,623	1,48,717	84,173
	Total Minor ...	1,680	8,936	...	10,369	19,991	40,976	42,020
	Grand Total Delhi Circle	36,587	10,208	681	34,603	1,07,614	1,89,693	1,26,193

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i. e.*, in 1885-86.	Remarks.
Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,138	2,625	...	...	2,123	2,390	2,228	1,383	
4,135	1,905	...	...	1,206	1,024	930	1,624	
6,190	35	...	...	2,387	3,768	3,086	1,953	
17,463	4,565	...	...	5,716	7,182	6,244	4,960	
5,955	2,254	312	...	3,274	115	272	584	
9,993	508	3,447	...	3,351	2,687	3,307	2,806	
15,948	2,762	3,759	..	6,625	2,802	3,579	3,390	
10,978	4,620	...	...	4,488	1,870	2,241	2,751	
3,846	...	1,133	...	721	1,992	1,958	1,765	
14,824	4,620	1,133	...	5,209	3,862	4,199	4,516	
30,927	14,336	...	...	6,805	9,786	11,002	9,223	
4,644	300	791	...	1,181	2,372	2,258	1,400	
35,571	14,636	791	...	7,986	12,158	13,260	10,623	
7,045	1,821	960	...	2,196	2,068	2,573	1,014	
7,999	165	1,080	...	2,315	4,439	4,093	3,563	
15,044	1,986	2,040	...	4 511	6,507	6,666	4,577	
6,950	2,205	...	303	2,124	2,318	1,747	526	
7,953	3,479	...	...	2,610	1,864	2,266	1,035	
8,656	672	3,259	...	2,157	2,568	4,003	2,481	
23,559	6,356	3,259	303	6,891	6,750	8,016	4,042	
5,648	1,662	...	478	1,560	1,948	1,349	1,107	
5,648	1,662	...	478	1,560	1,948	1,349	1,107	
86,729	34,907	1,272	781	26,386	23,383	24,608	19,247	
41,328	1,680	9,710	...	12,112	17,826	18,705	13,968	
1,28,057	36,587	10,982	781	38,498	41,209	43,313	33,215	

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General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	48	...	667	664	4,369	4,619
	Minor	...	...	...	...	1,705	1,705	276
	Total Kángra ...	2,990	48	...	667	2,369	6,074	4,895
Hoshiárpur ...	Hoshiárpur	6,056	...	...	6,844	4,441	17,341	14,771
	Minor	...	2,892	...	4,613	3,067	10,572	10,437
	Total Hoshiárpur ...	6,056	2,892	...	11,457	7,508	27,913	25,208
Jullundur ...	Jullundur	5,385	54	300	4,600	5,644	15,983	13,023
	Ráhon	2,841	240	...	2,000	782	5,863	5,477
	Minor	422	3,600	887	4,041	3,537	12,487	13,625
	Total Jullundur ...	8,648	3,894	1,187	10,641	9,963	34,333	32,125
Ludhiána ...	Ludhiána	5,335	1,800	50	4 848	7,907	19,940	18,926
	Minor	...	1,356	...	1,850	2,401	5,607	6,456
	Total Ludhiána ...	5,335	3,156	50	6,698	10,308	25,547	25,382
Ferozepore ...	Ferozepore	2,583	1,440	...	4,800	3,959	12,782	11,024
	Minor	...	1,230	...	920	2,691	4,841	5,066
	Total Ferozepore ...	2,583	2,670	...	5,720	6,650	17,623	16,090
	Total Principal ...	25,190	3,582	350	23,759	23,397	76,278	67,840
	Total Minor ...	422	9,078	887	11,424	13,401	35,212	35,860
	Grand Total Jullundur Circle	25,612	12,660	1,237	35,183	36,798	1,11,490	1,03,700

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, i. e., in 1885-86.	Remarks.
Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	
4,753	2,990	97	12	674	980	1,053	1,084	
344	...	...	...	...	344	359	1,621	
5,097	2,990	97	12	674	1,324	1,412	2,705	
13,489	4,833	108	...	6,934	1,614	−1,393	952	
10,932	...	4,641	...	4,311	1,980	2,402	1,549	
24,421	4,833	4,749	...	11,245	3,594	1,009	2,501	
12,116	5,385	54	299	5,469	909	1,384	1,957	
5,290	2,841	240	...	2,260	−51	−321	408	
11,929	422	3,493	...	4,191	3,823	3,646	3,764	
29,335	8,648	3,787	299	11,920	4,681	4,709	6,129	
18,473	3,335	900	12	3,941	10,285	6,783	5,243	
6,640	...	633	...	1,965	4,042	3,285	3,082	
25,113	3,335	1,533	12	5,906	14,327	10,068	8,325	
10,329	1,039	1,440	...	4,046	3,804	2,573	2,686	
5,327	...	1,542	...	1,314	2,471	2,731	2,228	
15,656	1,039	2,982	...	5,360	6,275	5,304	4,914	
64,450	20,423	2,839	323	23,324	17,541	10,079	12,330	
35,172	422	10,309	...	11,781	12,660	12,423	12,244	
99,622	20,845	13,148	323	35,105	30,201	22,502	24,574	

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General Summary

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang	Jhang	4,081	245	...	7,000	3,041	14,367	13,900
	Minor	...	50	...	1,700	1,220	2,970	2,936
	Total Jhang ...	4,081	295	...	8,700	4,261	17,337	16,836
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	85	2,210	...	3,060	1,778	7,133	6,939
	Total Montgomery ...	85	2,210	...	3,060	1,778	7,133	6,939
Lahore	Lahore	1,824	...	...	1,200	37,779	40,803	12,150
	Qasúr	255	858	...	2,300	3,588	7,001	7,258
	Minor	...	1,748	240	2,370	2,503	6,861	6,751
	Total Lahore ...	2,079	2,606	240	5,870	43,870	54,665	26,159
Amritsar	Amritsar	23,894	...	...	8,000	38,884	70,778	54,000
	Minor	...	...	...	180	1,573	1,753	1,887
	Total Amritsar ...	23,894	...	...	8,180	40,457	72,531	55,887
Gurdáspur ...	Gurdáspur	7,035	...	...	6,300	600	13,935	13,516
	Batála	2,780	...	..	3,800	2,322	8,902	8,534
	Minor	360	3,136	...	4,890	3,131	11,517	11,633
	Total Gurdáspur ...	10,175	3,136	...	14,990	6,053	34,354	33,683
Gujránwála ...	Gujránwála	3,782	...	...	3,200	5,023	12,005	13,861
	Wazírábád	...	...	...	...	1,726	1,726	2,000
	Minor	...	1,080	...	1,010	1,333	3,423	3,576
	Total Gujránwála ...	3,782	1,080	...	4,210	8,082	17,154	19,437
	Total Principal ...	43,651	1,103	...	31,800	92,963	1,69,517	1,25,219
	Total Minor ..	445	8,224	240	13,210	11,538	33,657	33,722
	Grand Total Lahore Circle	44,096	9,327	240	45,010	1,04,501	2,03,174	1,58,941

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
13,271	4,081	...	113	7,518	1,559	5,843	1,997	
2,887	...	50	...	1,997	840	1,394	959	
16,158	4,081	50	113	9,515	2,399	7,237	2,956	
...	...	...	...	...	...	...	...	
6,457	85	2,436	..	2,893	1,043	607	2,710	
6,457	85	2,436	...	2,893	1,043	607	2,710	
8,308	1,824	...	...	586	5,898	7,170	4,250	
6,524	255	858	...	2,642	2,769	2,412	2,368	
6,515	...	1,752	240	2,377	2,146	1,657	1,919	
21,347	2,079	2,610	240	5,605	10,813	11,239	8,537	
54,013	10,442	...	...	10,619	32,952	19,803	13,121	
1,779	...	...	...	140	1,639	1,585	1,825	
55,792	10,442	...	...	10,759	34,591	21,388	14,946	
14,983	7,035	...	...	5,787	2,161	414	358	
8,423	2,780	...	...	3,381	2,262	1,415	1,890	
10,975	360	3,136	...	5,038	2,441	2,457	4,847	
34,381	10,175	3,136	...	14,206	6,864	4,286	7,095	
12,902	3,782	...	...	3,169	5,951	5,529	3,983	
1,895	..	...	...	...	1,895	1,513	669	
3,256	...	486	...	1,019	1,751	1,094	1,665	
18,053	3,782	486	...	4,188	9,597	8,136	6,317	
1,20,319	30,199	858	113	33,702	55,447	44,099	28,636	
31,869	445	7,860	240	13,464	9,860	8,794	13,925	
1,52,188	30,644	8,718	353	47,166	65,307	52,893	42,561	

Chapter I, 26

General Summary

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	940	...	4,500	6,436	12,428	14,955
	Pasrúr	180	1,179	...	3,900	567	5,826	5,475
	Minor	792	2,501	...	5,900	1,793	10,986	10,441
	Total Siálkot ...	1,524	4,620	...	14,300	8,796	29,240	30,871
Gujrát	Gujrát	4,224	...	...	4,000	2,109	10,333	10,518
	Minor	...	...	...	...	1,393	1,393	893
	Total Gujrát ...	4,224	...	...	4,000	3,502	11,726	11,411
Sháhpur	Bhera	3,578	...	...	1,800	1,470	6,848	6,582
	Minor	...	240	...	2,402	2,412	5,054	5,528
	Total Sháhpur ...	3,578	240	..	4,202	3,882	11,902	12,110
Jhelum	Jhelum	660	384	3	4,600	2,262	7,909	7,941
	Minor	...	264	...	3,000	2,147	5,411	4,130
	Total Jhelum ...	660	648	3	7,600	4,409	13,320	12,071
Ráwalpindi ...	Ráwalpindi	...	...	...	2,200	12,913	15,113	8,908
	Minor	...	372	...	1,298	4,502	6,172	4,562
	Total Ráwalpindi ...	...	372	...	3,498	17,415	21,285	13,470
Hazára	Abbottábád	1,506	...	...	1,250	1,068	3,824	3,695
	Minor	...	300	...	770	1,822	2,892	3,582
	Total Hazára ...	1,506	300	...	2,020	2,890	6,716	7,277
Pesháwar	Pesháwar	420	...	...	2,500	20,399	23,319	8,541
	Minor	...	...	...	...	...	...	...
	Total Pesháwar ...	420	..	...	2,500	20,399	23,319	8,541
Kohát	Kohát	2,461	...	350	1,800	2,587	7,198	5,664
	Minor	...	...	...	...	...	...	...
	Total Kohát ..	2,461	...	350	1,800	2,587	7,198	5,664
	Total Principal ...	13,581	2,503	353	26,550	49,811	92,798	72,279
	Total Minor ...	792	3,677	...	13,370	14,069	31,908	29,136
	Grand Total Rawalpindi Circle	14,373	6,180	353	39,920	63,880	1,24,706	1,01,415

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, i.e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
14,887	552	873	...	4,371	9,091	6,302	2,211	
5,233	180	1,178	1	3,354	520	—115	810	
9,924	792	2,390	...	4,968	1,774	1,193	3,029	
30,044	1,524	4,441	1	12,693	11,385	7,380	6,050	
11,359	4,224	...	...	4,894	2,241	- 220	600	
1,047	...	...	...	..	1,047	958	241	
12,406	4,224	...	...	4,894	3,288	738	841	
7,039	3,578	...	..	2,637	824	1,421	1,162	
6,068	...	240	300	3,487	2,041	2,227	2,066	
13,107	3,578	240	300	6,124	2,865	3,648	3,228	
7,410	660	384	3	4,015	2,348	1,375	1,990	
4,072	...	264	...	2,851	957	330	866	
11,482	660	648	3	6,866	3,305	1,705	2,856	
7,020	...	...	...	2,187	4,833	4,839	4,343	
4,645	...	372	...	1,604	2,669	2,676	1,262	
11,665	..	372	...	3,791	7,502	7,515	5,605	
3,496	1,506	...	...	1,078	912	324	452	
3,288	...	300	...	904	2,084	2,042	1,465	
6,784	1,506	300	...	1,982	2,996	2,366	1,917	
7,951	420	..	...	2,200	5,331	4,558	1,697	
..	..	..	...	...	...	...	...	
7,951	420	...	...	2,200	5,331	4,558	1,697	
5,426	2,461	50	235	1,731	949	691	742	
..	..	...	...	...	...	..	...	
5,426	2,461	50	235	1,731	949	691	742	
69,821	13,581	2,485	239	26,467	27,049	19,175	14,007	
29,044	792	3,566	300	13,814	10,572	9,426	8,929	
98,865	14,373	6,051	539	40,281	37,621	28,601	22,936	

Chapter I, 26.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	390	...	10,000	14,700	29,234	20,694
	Minor	...	1,118	144	851	2,045	4,158	3,942
	Total Mooltan ...	4,144	1,508	144	10,851	16,745	33,392	24,636
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	699	4,410	7,059	5,751
	Total Bannú ...	...	1,950	..	699	4,410	7,059	5,751
D. I. Khán ...	Dera Isma'íl Khán ...	180	117	...	1,500	5,350	7,147	4,900
	Minor	...	1,339	420	905	2,275	4,939	2,493
	Total D. I. Khán ...	180	1,456	420	2,405	7,625	12,086	7,393
D. G. Khán ...	Dera Ghází Khán ...	2,915	...	244	3,600	6,791	13,550	11,352
	Minor	...	1,476	390	145	2,201	4,212	4,431
	Total D. G. Khán ...	2,915	1,476	634	3,745	8,992	17,762	15,783
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	2,338	...	742	1,902	5,282	5,020
	Total Muzaffargarh ...	300	2,338	...	742	1,902	5,282	5,020
	Total Principal ...	7,239	507	244	15,100	26,841	49,931	36,946
	Total Minor ...	300	8,221	954	3,342	12,833	25,650	21,637
	Grand Total Derajat Circle	7,539	8,728	1,198	18,442	39,674	75,581	58,583
	Grand Total Principal...	1,24,568	8,967	1,628	1,21,443	2,80,635	5,37,241	3,86,457
	Grand Total Minor ...	3,639	38,136	2,081	51,715	71,832	1,67,403	1,62,375
	GRAND TOTAL FOR THE PUNJAB.	1,28,207	47,103	3,709	1,73,158	3,52,467	7,04,644	5,48,832

from Municipal Funds- concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
18,834	4,144	243	...	9,728	4,719	4,835	6,049	
4,734	...	1,107	96	795	2,736	2,549	1,177	
23,568	4,144	1,350	96	10,523	7,455	7,384	7,226	
...	...	...	...	...	...	...	...	
5,342	...	1,950	153	573	2,666	3,008	1,994	
5,342	...	1,950	153	573	2,666	3,008	1,994	
4,759	180	117	...	1,437	3,025	2,902	1,975	
4,574	...	1,339	420	444	2,371	1,800	1,788	
9,333	180	1,456	420	1,881	5,396	4,702	3,763	
11,338	2,915	...	244	3,472	4,707	3,615	1,531	
4,221	...	1,476	390	172	2,183	2,135	1,200	
15,559	2,915	1,476	634	3,644	6,890	5,750	2,731	
...	...	...	...	...	...	...	...	
5,016	300	2,652	...	873	1,191	1,393	732	
5,016	300	2,652	...	873	1,191	1,393	732	
34,981	7,239	360	244	14,637	12,451	11,352	9,555	
23,887	300	8,524	1,059	2,857	11,147	10,885	6,891	
58,818	7,539	8,884	1,303	17,494	23,598	22,237	16,446	
3,76,250	1,06,349	7,814	1,700	1,24,516	1,35,871	1,09,313	83,775	
1,61,300	3,639	39,969	1,599	54,028	62,065	60,233	55,957	
5,37,550	1,09,988	47,783	3,299	1,78,544	1,97,936	1,69,546	1,39,732	

Chapter I, 29. General Summary.

may be taken to indicate, with some degree of accuracy, the comparative progress of education in different parts of Province:—

No.	Districts.	Male population.	Boys of school-going age.	Number of boys at school.	Percentage of boys of a school-going age.
1	Simla	28,091	4,213	1,689	40·0
2	Jhelum	317,581	47,637	10,035	21·0
3	Ráwalpindi	478,457	71,768	14,917	20·7
4	Hazára	278,265	41,739	8,590	20 5
5	Dera Isma'íl Khán	260,687	39,103	7,558	19·3
6	Bannú	197,536	29,630	5,582	18 8
7	Gujrát	400,514	60,077	10,903	18·1
8	Jullundur	492,877	73,931	12,986	17·5
	Ludhiána	354,409	53,161	9,342	17·5
10	Amritsar	543,084	81,462	13,955	17·1
	Siálkot	598,415	89,762	15,361	17·1
12	Sháhpur	258,147	38,722	6,371	16·4
13	Delhi	344,801	51,720	8,445	16 3
14	Lahore	592,293	88,843	13,924	15·6
15	Gujránwála	379,034	56,855	8,795	15·4
16	Hoshiárpur	540,048	81,007	11,429	14·1
17	Dera Ghází Khán	221,946	33,291	4,613	13·8
18	Mooltan	347,158	52,073	7,124	13 6
19	Peshâwar	383,036	57,455	7,734	13 4
20	Gurdáspur	513,429	77,014	9,124	11·8
21	Umballa	567,381	85,107	9,542	11·2
22	Muzaffargarh	206,924	31,038	3,212	10·3
23	Jhang	233,589	35,038	3,527	10·0
24	Gurgáon	350,229	52,534	4,620	8·7
25	Kohát	112,803	16,920	1,417	8·3
26	Rohtak	313,442	47,016	3,804	8·0
27	Ferozepore	485,600	72,840	5,697	7·8
28	Kángra	397,061	59,559	4,405	7·2
29	Montgomery	269,613	40,441	2,799	6 9
30	Karnál	370,890	55,633	3,434	6·1
31	Hissár	414,909	62,236	3,587	5 7
	Total ...	11,252,249	1,687,837	234,521	13·8

The range is from 5·7 per cent. in Hissár to 40 per cent. in Simla, or, omitting Simla because of the large European element, to 21 per cent. in Jhelum. Eight Districts have less than 10 per cent. of their boys at school; and only two Districts have up to 20 per cent. It may here be remarked that the large attendance on *Rote* Schools in the Ráwalpindi and Deraját Circles gives a comparatively higher place to most of the Districts within those than they would otherwise have been entitled to.

Private enterprise in education.

29. Beyond the Department, every year sees more and more activity displayed in the matter of education, both societies and individuals vying with each other in this respect; and it is to movements of this kind that we have now mainly to look for the further spread of public instruction.

In the Delhi Circle, the Hindu-Muhammadan School, which was opened last year in the Umballa Cantonment, has proved a success; and its undenominational and influential founders have already commenced the erection of a suitable building for its accommodation. The Anglo-Sanskrit School, one of the leading schools in the city of Delhi, which is the oldest school of its kind in the Province, is largely maintained by private subscriptions. The Jain Sabhás of Delhi and Hissár still maintain schools in their respective towns; and the Boarding House at Rewárí, supported by the Bhargav Sabha for the use of boys of the Dhúsar community, is one of the best I have seen.

In the Jullundur Circle, the schools mentioned last year, namely, the Sanátan Dharm School, at Hoshiárpur, the Gurú Singh Sabha Schools at Ferozepore, and the Boys' and Girls' Schools at Bajwára in the Hoshiárpur District, continue to prosper. In the course of the year under report, Anglo-Vernacular

Schools were opened by private persons at Hariána and Nawashahr; and other similar movements are said to be elsewhere taking place.

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In the Lahore Circle, the efforts of the promoters of the Daya Nand Anglo-Vedic College at Lahore, of the Islámiya College or Schools in Lahore, Amritsar, and Gujránwála, and of the Khálsa movement at Amritsar, remain unrelaxed. A Khálsa College School was opened at Amritsar in October last, and, somewhat later, an affiliated school was established at Gujránwála. The Sanátan Dharm Sabha, at Lahore, have just completed, at considerable expense, a commodious building for their school. The efforts of the Punjab Association for advancing the cause of female education and social reform in the Province, which have been more active in the past year than for some time previous, are also deserving of notice.

In the Ráwalpindi Circle, Bhái Búta Singh's Sresht Nití Sbála, at Ráwalpindi, the Islámiya, Arya, and Sanátan Dharm Schools, and Lála Rádha Kishan's Sanskrit Pátshála, at Pesháwar, an Arya School at Abbottábád, and the Anglo-Sanskrit School at Bhera, reported on last year, continue to exist, and, generally, to do well. In addition to these, two important schools were opened towards the end of the past year in Ráwalpindi—one an Industrial School in the town, opened and wholly supported by the Hon'ble Bába Khem Singh, C.I.E., and the other, the Dennys High School in the cantonment, opened chiefly by members of the Bengali community, for the convenience of the increasing cantonment population. An Anglo-Vernacular Middle School was opened during the year at Gondal in the Siálkot District, and another at Dingah in the Gujrát District; and a number of enterprise Primary Schools were also set up—two in the Gujrát District, two in the Jhelum District, and one, called the Frontier School, in the Pesháwar Cantonment.

In the Deraját Circle, the Bhrátrí Sabha of Dera Isma'íl Khán continues to maintain in efficiency a High Department at that place; and the Islámíya and Anglo-Sanskrit Schools at Mooltan are becoming increasingly efficient and popular. Besides these, no new movement is reported; but it is worthy of note, to be also mentioned in another place, that the people of Jámpur, in the Dera Gházi Khán District, collected the handsome sum of Rs. 12,000 with the object of adding English to the course of studies in the Municipal Board Vernacular Middle School at that place.

Causes of present activity.

30. There can be no doubt that a great tide has set in of active enterprise in education on the part of the people themselves. "A great change," remarks Lála Ságar Chand, "has come over the people. Only a few years ago, they were quite apathetic in matters of education; now, they are all activity. What are the causes of this revolution? I think one is the great religious awakening that has taken place among the people of late, due partly to the establishment of the Arya Samáj, partly to the preaching of Christian Missionaries, and partly to other causes. All sects of the people are now anxious to have schools of their own denomination, so that their children may be early instructed in the principles of their fathers' faiths, and may be less liable to be influenced by other religious systems as they grow up. A second cause lies in the high fees charged in Board and Aided Schools." A third cause is referred to, likely soon to operate, in the want of Public Funds to meet the further demands for new Board Schools, when private enterprise will have to step in That the spirit for such enterprise should have been so distinctly awakened at this time, is the chief ground for confidence in the continued progress of education in the future.

Chapter II, 31.

Controlling Agencies.

CHAPTER II.

CONTROLLING AGENCIES.

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Direction.

31. I remained in the Directorship throughout the year. As usual, the office work was very heavy, with constant meetings to be attended in the interests of education; but I was again able to visit the main educational centres of about half the Province. I was on tour during parts of April, May, October, December, February, and March, and was almost everywhere struck by the growing demand for education, and the amount of private enterprise which this is steadily calling forth.

Inspectors of Schools.

32. The officers in charge of the five Circles of inspection remain as at the end of the previous year, namely,—Mr. J. Harvey, in the Delhi Circle; Lála Piyáre Lál, in the Jullundur Circle; Mr. T. C. Lewis, in the Lahore Circle, and also in charge of the European Schools of the Province; Lála Ságar Chand, B. A., in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán, in the Deraját Circle. During the year, Mr. Harvey went on leave for three months, Lála Piyáre Lál for 82 days, Mr. Lewis for one month, and Lála Ságar Chand for 42 days; and Mr. F. Haden Cope, Principal of the Central Training College, officiated in the four Circles in succession. Maulaví Muhammad Yusaf 'Alí Khán also took leave for a month; and Lála Sheo Lál, B. A , Assistant Inspector, officiated for him.

Miss F. A. Francis remained in the office of Inspectress of Schools throughout the year.

Assistant Inspectors.

33. Among the Assistant Inspectors, several changes took place in the course of the year. In August, the Department suffered a great loss in the death of Lála Jái Gopál Singh, after a service of great efficiency and devotion of over thirty years. This event brought Pandit Rám Lachhman from the Delhi Normal School on to the superior establishment. On the 1st of December, Lála Amolak Rám returned from service in the Biláspur State, displacing Lála Fateh Chand, B A., District Inspector, who had acted for several years with much industry and acceptance. Lála Nand Kishor, B.A., met with an accident in November, and had to take three months' leave, during which period, first, Khalífa Imád-ud-dín, District Inspector, and then, Lála Fateh Chand, after his relief from the Jullundur Circle, officiated Bábú Harí Singh went on leave for one month, and Lála Kundan Lál, B.A., District Inspector, who had officiated during Lála Sheo Lál's absence in the Deraját Circle, acted for him. Lála Sheo Lál took 48 days' leave in the summer, but no substitute was appointed. Lála Shiv Diyál, M.A., remained at work throughout the year, as well as Munshi Muhammad Ashraf, B.A., Personal Assistant to the Additional Inspector, Deraját Circle.

Inspection work.

34. The inspection of the schools was carried out, as usual, by both the Inspectors and their Assistants, in a highly efficient

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Controlling Agencies.

manner; and, with but one or two unimportant exceptions, all the schools were examined in strict accordance with the requirements of the Punjab Education Code. According to the touring returns of the different Circles, the Jullundur Inspector was 181 days on tour and examined 111 schools; the Lahore Inspector, including the visit to Quetta, examined 130 schools in 197 days; the Deraját Inspector, 98 schools in 210 days; the Ráwalpindi Inspector, 145 schools in 211 days; and the Delhi Inspector, 115 schools in 257 days. The returns for the Assistant Inspectors give a minimum of 183 schools in 219 days, in the Deraját Circle, with a maximum of 527 schools in 281 days in the Delhi Circle. The Lahore and Ráwalpindi Circles have two Assistant Inspectors each, which brings down the average of these to 188 days with 285 schools, and 218 days with 335 schools, respectively. The Jullundur Assistant was 288 days on tour, and examined 423 schools. All the Inspecting Officers complain of the hurry with which they have to do their inspections; and there can be no doubt that anything like haste to get over the ground is not compatible with that thoroughness and attention to details which are at present required. The strain is especially great in the Delhi and Jullundur Circles; and everywhere the plan of examining by centres and of calling in the aid of District Inspectors has to be more and more resorted to. I have yet reason to be satisfied that the work continues, as far as can be, excellent; and my acknowledgments are again due to the Inspectors for their continued support and prompt attention to all references, and to both the Inspectors and their Assistants for the ungrudging performance of what have become very arduous duties.

The Inspectress of Schools.

35. The work of the Inspectress was performed with the same care and assiduity as in previous years. A good many schools within Municipal limits have not yet received a visit from the Inspectress; but these are mostly at a distance from the line of railway and not easily reached, and are examined by the Assistant Inspectors. Miss Francis, besides her inspectional duties, supervises the *Normal Classes* for Female Teachers, and holds the Middle Standard and Female Teachers' Certificate Examinations; and the thoroughness and cheerfulness with which she does all that falls to her continue to be deserving of the warmest commendation.

District Inspectors.

36. The work of the District Inspectors for the year is, on the whole, very favourably reported on. They are required to be at least 215 days on tour; to visit every Board School in their Districts at least twice, and the Indigenous Schools in receipt of grants at least once; to keep up and return the statistics of their schools; to see that the departmental regulations are duly observed; and to be the chief local agents for the encouragement of education among the people; and, generally speaking, all these duties have been diligently and well performed. In a few cases, notably in the Ráwalpindi Circle, the tour period was somewhat short; and there is an inclination, in some of the smaller Districts, to reckon the minimum number of visits required as the maximum desirable; but, as already said, the work of most was performed with zeal and efficiency. Some of the larger Districts are in urgent want of Assistant District Inspectors; but the state of the funds has caused the consideration of this matter to be again postponed. Complaints were made during the year from a few Districts of the heaviness of the postal duties now required of the District Inspectors. On inquiry, I found that there were reasonable grounds for the complaints made, and brought the matter to the notice of the Post Master General, who at once had the references and correspondence reduced to within manageable limits.

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Help from District officials.

37. The cause of education, I am glad to report, continues to receive much encouragement and help from District Officers. In hardly a case can it be said that there is indifference in this respect; and, in many instances, a warm personal interest is taken, to the great benefit of the schools. With a few exceptions, chiefly in the Delhi, Gurgáon, Jullundur, Ferozepore, and Gujránwála Districts, the Tahsíl authorities sufficiently comply with the regulation requiring them to visit the Board or Aided Schools within the limits of their jurisdiction; but, in not many cases, is the real object of these visits quite realized, namely, to awaken a local interest in the schools and the cause they represent. The Zamíndárí, Female, and Indigenous Schools stand in special need of the countenance and support of the Tahsíldárs and men of influence, as contemplated in Article 512 of the Code; and I have occasionally invited attention to this in reviewing the District reports.

General Educational Conference

38. The ninth annual meeting of the General Educational Conference was held at Lahore in the month of April last. The Conference met on the 25th April, and continued its sittings for three days. It was attended by thirty-three of the members invited, thirteen being official, and twenty non-official.

Matters considered by the Conference.

39. The following matters were considered by the Conference :—

(1). The Science and Commercial Courses recently adopted by the Punjab University: how far may the schools be expected to encourage these?

(2). Should the rules applicable to Public School boys and private candidates as to admission to the Entrance Examination be made to apply to the higher examinations of the University?

(3). The allotment of time for the teaching of Object Lessons in each class of the Primary Department of Board Schools;

(4). Should the courses in Geography be revised so as to exclude from Article 196 (*d*) "A knowledge of the most outstanding features of Indian Geography," and to change in Article 197 (*d*) "The Outlines of the Geography of the World" into "A general knowledge of Europe?"

(5). Should the courses in Arithmetic be revised so as to add part of the Multiplication Table to the First Primary Class, and reduce somewhat the amount prescribed for each of the other Primary Classes?

(6). Whether Inspectors ought to examine an Unaided School, which has acted in a manner in which schools subject to the Inter-School Rules are forbidden to act;

(7). Since the Introductory Primer is no longer prescribed for the Middle School Examination, should the time given to Physical Science in Middle Schools be curtailed?

(8). To provide in Article 232 that free and half-rate studentships be given to poor boys according to their ability, and that such studentships be not given to boys whose abilities are not promising;

(9). To provide in Articles 227 and 228 for the striking off from the lists of free and half-rate scholars the names of any boys on account of idleness or irregular attendance;

Chapter II. 40.

Controlling Agencies.

(10). Should the provision of Article 227 be made applicable to Zamíndárí Schools ?

(11). Should Attendance and Staff Grants for Indigenous Schools be continued ; and, if not, should the Instruction Grants be correspondingly raised ? If the Attendance Grants are continued, should a Note be added to Article 123 limiting the grant to those scholars only who read a printed book, and disallowing it, if the registers of the schools are clearly unreliable ?

(12). Should the scale of English Teachers for Middle Departments under Article 83 be increased, now that English has been made the medium of instruction in Geography and Arithmetic ?

(13). Revision of the last clause of Article 155 requiring the lesson necessary before a Teacher's Certificate can be made permanent to be given in the presence of the *Inspector ;*

(14). Should the second clause of Articles 184 and 185 providing for the award of Female Teachers' Certificates of the Second Grade to candidates who have failed in the examinations be revised ?

(15). Is a special provision for the issue of Female Teachers' Certificates required under Article 193 ?

(16). Reconsideration of the place given to Mathematics in the Senior Anglo-Vernacular Certificate Examination. If the present regulation be retained, should the Special Certificate for teaching Mathematics be open to those only who gain the ordinary Senior Anglo-Vernacular Certificate ?

(17). Should Article 526 be modified so as to give District Inspectors the authority of an Inspector in the schools under them ?

(18). Technical and Industrial Schools : how far do the circumstances of the country seem to require these ?

Government Resolution on the proceedings of the Conference.

40. The conclusions of the Conference were, in the main, accepted by the Lieutenant-Governor ; and a Resolution has been published embodying those conclusions and His Honor's orders thereon, and conveying the thanks of the Government to the members of the Conference for the helpful results of their labours.

Departmental Conference.

41. The Departmental Conference met immediately after the General Conference. Several important matters were considered, including the distribution of High School Scholarships ; the reduction of the number of stipends in Training Institutions on account of the longer session ; the privileges of certain teachers in Board Schools ; the endorsing of Teachers' Certificates ; the mode of collecting the statistics of Indigenous Girls' Schools ; and the preparation of Instructions for the guidance of Inspecting Officers in examining by the Primary Standards, so as to secure uniformity throughout the Province. The decisions of the Conference were generally approved ; and a Circular has been issued communicating the orders of Government on the several points.

Chapter III.

University Education.

UNIVERSITY EXAMINATIONS, 1893-94 AND 1892-93.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1893-94	1892-93	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Punjab Intermediate (Arts).	Candidates	238	158	80	..	17	18	...	1	60	46	14	.	315	222	93	...
	Passes ..	155	112	43	..	13	17	...	4	15	20	..	5	183	149	34	...
Punjab Intermediate (Oriental).	Candidates	2	2	..	.	...	...	...	...	2	1	1	.	4	3	1	...
	Passes ...	2	2	.	.	...	...	...	...	1	.	1	.	3	2	1	...
Calcutta B. A. ...	Candidates	2	...	2	.	...	...	..	...	..	.	..	..	2	...	2	..
	Passes ..	1	...	1		...	...	...	...	...	..	...	..	1	...	1	...
Punjab B. A. ..	Candidates	(a) 124	88	36	.	12	4	8	...	60	34	26	..	196	126	70	...
	Passes ...	(b) 83	42	41	.	4	..	4	...	26	9	17	..	113	51	62	...
Punjab B. O. L. ..	Candidates	5	3	2	..	...	...	...	...	...	3	..	3	5	6	..	1
	Passes ..	5	2	3	.	...	...	...	..	..	1	..	1	5	3	2	...
Punjab M. A. ...	Candidates	20	10	10	..	...	...	...	..	1	2	...	1	21	12	9	...
	Passes ...	11	6	5	..	...	...	..	..	1	1	..	...	12	7	5	...
Punjab M. O. L. ...	Candidates	...	1	..	1	..	...	...	..	..	...	.	..	..	1	..	1
	Passes ...	...	1	.	1	...	...	...	...	..	..	..	...	..	1	...	1
Oriental Language Examinations.																	
Sanskrit Examination.	Candidates	53	51	2	.	62	61	1	...	19	15	4	..	134	127	7	...
	Passes ..	29	12	17	.	30	17	13	...	4	4	..	.	63	33	30	...
Arabic Examination.	Candidates	14	20	..	6	33	27	6	..	4	4	.	..	51	51	...	...
	Passes ...	11	14	.	3	18	8	10	...	.	1	..	1	29	23	6	...
Persian Examination.	Candidates	14	7	7	..	55	66	...	11	17	17	..	...	86	90	...	4
	Passes ...	9	4	5	.	33	28	5	...	8	7	1	...	50	39	11	...
Gurmukhi Examination.	Candidates	4	3	1	.	1	2	...	1	...	...	...	..	5	5	...	...
	Passes ...	2	3	..	1	1	...	1	...	...	...	..	...	3	3	...	...
Professional Examinations.																	
Law (Preliminary Examination)	Candidates	32	35	...	3	...	...	...	...	...	...	..	...	32	35	...	3
	Passes ...	25	23	2	...	...	...	...	...	...	...	...	..	25	23	2	...
Law (First Certificate Examination).	Candidates	12	8	4	.	...	...	...	...	..	1	..	1	12	9	3	...
	Passes ...	5	5	..	..	...	...	...	...	..	1	...	1	5	6	...	1
Law (Licentiate Examination).	Candidates	6	7	..	1	...	...	...	...	1	7	...	6	7	14	...	7
	Passes ..	5	4	1	.	..	...	...	...	...	4	...	4	5	8	...	3
Law (Intermediate Examination).	Candidates	23	14	9	..	...	...	...	...	..	...	...	...	23	14	9	...
	Passes ...	11	3	8	.	...	..	...	...	..	...	...	..	11	3	8	...
Law (L. L. B. Examination).	Candidates	4	...	4	..	...	...	...	...	..	1	...	1	4	1	3	...
	Passes ..	4	...	4	..	...	...	...	...	..	1	...	1	4	1	3	...
Medicine (First Examination for L. M. S.)	Candidates	(c) 56	40	16	..	...	...	...	..	...	..	...		56	40	16	...
	Passes ...	(d) 17	12	5	..	...	...	...	...	..	...	...	...	17	12	5	...
Medicine (Second Examination for L. M. S.)	Candidates	(e) 32	23	9	...	...	...	...	...	...	..	.	..	32	23	9	...
	Passes ..	6	14	..	8	...	...	...	...	...	..	..	..	6	14	..	8
Medicine (First Examination for M. B.)	Candidates	1	4	.	3	...	...	...	...	..	...	...	.	1	4	...	3
	Passes .	..	1	.	1	...	...	...	...	...	...	..	...	...	1	...	1
Medicine (Second Examination for M. B.)	Candidates	2	2	..	..	...	...	...	...	...	...	...	..	2	2	...	...
	Passes ...	1	1	..	...	...	...	...	...	...	...	...	...	1	1	...	..
Civil Engineering (First Examination).	Candidates	6	...	6	..	...	...	...	...	...	...	...	..	6	...	6	...
	Passes ...	2	...	2	...	...	...	..	...	...	...	.	...	2	...	2	...

(a) Includes the 2 of those who went up for the Calcutta B. A. Examination.
(b) Do the one who passed the Calcutta B. A. Examination.
(c) Do. 9 girls.
(d) Do. one girl.
(e) Do. ditto.

CHAPTER III.

UNIVERSITY EDUCATION.

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University Convocation.

42. The thirteenth Convocation of the Punjab University was held on the 22nd January, when Degrees in the various Faculties were conferred on the candidates who had been successful in the Examinations held during the year. For the first time in the history of the University, candidates were admitted to Degrees in Law. The Chancellor presided; and the address was delivered by the Vice-Chancellor.

Examination results.

43. The table on the opposite page gives the results of the Arts' Examinations (above the Entrance), of the Oriental Language Examinations, and of the Professional Examinations, including those in Law, Medicine, and Engineering, for the past year, and compares them with the figures of the previous year.

Calcutta University Examinations.

44. In the First Arts Examination of the Calcutta University, there were no candidates last year. In the B. A. Examination there were 2 candidates, of whom one passed. As remarked in previous reports, the Calcutta University has practically ceased to attract candidates from the Punjab above Entrance standing.

Punjab University Examinations.

45. For the Intermediate Examination of the Punjab University, 315 candidates went up on the Arts side, and 183 passed, or 58 per cent., against 149 out of 222, or 67 per cent., in the previous year. On the Oriental side, only 4 went up, of whom 3 passed, against 2 out of 3 last year. In the B. A. Examination, 196 appeared, and 113 passed, or 57 per cent., compared with 51 out of 126, or 40 per cent, in the previous year. In the B. O. L. Examination, 5 candidates appeared, and all passed, against 3 out of 6 last year. For the M. A. Examination, 21 candidates went up and 12 passed, or 57 per cent., against 7 out of 12, or 58 per cent., in the previous return. There were no candidates this year in the M. O. L. Examination, compared with one successful candidate last year. These results, with an average of nearly 58 per cent. of successes on the Arts side and of 88 per cent. on the Oriental side, may be regarded as satisfactory. The higher percentage on the Oriental side is peculiar, and is not, I am convinced, owing either to more efficient instruction on that side, or to the greater facility of acquiring knowledge through the Vernacular, but to a difference in the standards applied. The increased average in the B. A. Examination is especially satisfactory; and it may be observed that but for the increased number of private candidates in the Intermediate and B. A. Examinations, the percentage in both cases would have been a good deal more favourable. It is noticeable that all the M. A. passes were in the Third Division.

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University Education.

Oriental Language Examinations.

46. In the Oriental Language Examinations, there was, on the whole, a rise both in the number of candidates and of passes. In Sanskrit, 134 candidates appeared, and 63 passed, or 47 per cent., against 33 out of 127, or only 26 per cent., last year. The passes were 40 by the Proficiency, 12 by the High Proficiency, and 11 by the Honours' standard. In Arabic, out of 51 candidates, 29—13 in Proficiency, 6 in High Proficiency, and 10 in Honours—passed, or 56 per cent., against 23 out of the same number, or 45 per cent., in the previous year. In Persian, 50 out of 86 passed—22 in Proficiency, 11 in High Proficiency, and 17 in Honours, or 58 per cent., against 39 out of 90, or 43 per cent., last year. In Gurmukhí, 3 out of 5 passed, as in the previous year—2 in the Proficiency and 1 in the High Proficiency Examination. Seven candidates passed the additional examination in English, which, under the revised regulations of the University, qualifies them for the Oriental Literary Titles attached to the Language Examinations they have passed. It is still observable that the majority of the candidates, especially in Arabic and Persian, were from institutions outside the Province, the Hyderabad and Jaipur States largely contributing.

Law Examinations.

47. In the Preliminary Examination in Law, 32 candidates appeared, and 25 passed, or 78 per cent., compared with 23 out of 35, or 65 per cent., last year. In the First Certificate Examination, only 5 passed out of 12, or 41 per cent., against 6 out of 9, or 66 per cent., in the previous year. In the Licentiate Examination, 5 out of 7 passed, or 71 per cent., against 8 out of 14, or 57 per cent., last year. In the Intermediate Examination, 11 out of 23 passed, or 47 per cent., compared with 3 out of 14, or 21 per cent., in the previous examination; and in the L. L. B. Examination 4 candidates appeared and all passed, against one successful candidate last year. Except in the First Certificate Examination, the percentages of successes are a marked advance on those of the previous year. The gradual decline in the number of candidates for the Licentiate Examination is attended by a more than corresponding increase on the Degree side. The number of successful candidates in all the Examinations is 50, compared with 41 last year.

Medical Examinations.

48. The number of candidates in the Medical Examinations was a good deal larger than last year, with, however, less satisfactory results on the whole. In the First Examination for Licentiate in Medicine and Surgery, out of 56 candidates, 17 passed, or 30 per cent., compared with 12 out of 40, or 30 per cent., last year. In the Second Examination for Licentiate, only 6 out of 32 candidates passed, or somewhat less than 19 per cent., against 14 out of 23, or 60 per cent., in the previous year. The single candidate in the First M. B. Examination failed; and of two candidates in the Second M. B. Examination one passed, as in the previous year. These results plainly leave a good deal to be desired, and have given rise to complaints against the Examiners. It would be more profitable, if they should give rise to increased diligence on the part of the candidates. I would, however, on this point, refer to the suggestion of the Principal of the Medical College, supported by the Inspector General of Civil Hospitals, whether attainments up to the Intermediate standard should not be made the basis of medical study on the Licentiate as well as the Degree side? It is so in the Calcutta University.

Engineering Examinations.

49. In the First Examination in Civil Engineering, 6 candidates appeared and 2 passed. The return for the previous year was blank. As previously explained, the means of instructing in engineering subjects in the Province is quite inadequate. This

consists of a class for Surveying and Drawing attached to the Mayo School of Art, and taught by the Mayo-Patiála Reader of the Punjab University on Rs. 50 a month. From such a provision, the wonder is more that candidates should pass than that they should fail; and an addition to the present endowment is much required, if any substantial good is to be done in this useful direction.

Chapter III, 50 — University Education

50. The number of Arts Colleges within British territory is 8, or one more than last year, namely—the Government College, the American Mission College, the Daya Nand Anglo-Vedic College, and the Islámiya College, at Lahore; the Cambridge Mission St. Stephen's College, at Delhi; the Municipal Board College, at Amritsar; the Scotch Mission College, at Siálkot; and a new College, opened last year in connection with the flourishing American Mission School at Ráwalpindi. Four of the above Colleges—the Government, Mission, and Daya Nand Colleges, Lahore, and the St. Stephen's College, Delhi—teach up to the Degree standards. The remaining four instruct only up to the Intermediate Examination.

Arts Colleges.

51. The following table gives the number of students in all the Colleges at the close of the year, and their distribution over the different classes:—

Number of students.

		1893-94.	1892-93	Increase	Decrease.
Intermediate Classes	First Year	313	228	85	..
	Second Year	239	162	77	...
B. A. Classes	Third Year	96	95	1	.
	Fourth Year	129	89	40	..
M. A. Class		20	15	5	..
	Total	797	589	208	...

There is a total rise of 208, which is much larger than in any previous year, and indicates a very rapidly increasing demand for University education. The number in the First Year Class, which shows the recruitment from the schools, is 47 per cent. of the number that passed the Entrance Examination; and the number in the Third Year Class is 64 per cent. of the number that passed the Intermediate Examination. The Second and Fourth Year Classes are somewhat swelled by failures in the examinations at the end of those years. The steady rise in the number of M. A. students is satisfactory.

52. The statement below gives the direct expenditure on all the Colleges for the year, from the various sources:—

Expenditure.

From	1893-94	1892-93	Increase	Decrease.
	Rs	Rs	Rs	Rs.
Provincial Revenues	50,189	44,908	5,281	
District Funds	425	200	225	..
Municipal Funds	4,328	4,675		347
Fees	43,363	31,903	11,460	..
Subscriptions	9,964	11,159	.	1,195
Endowments and other sources	13,851	14,987	...	1,136
Total	1,22,120	1,07,832	14,288	..

The increase from Provincial Revenues was wholly on the Government College, Lahore, in consequence of the presence throughout the year of the complete staff and of exchange compensation allowances. The rise in the fees covers as much as 80 per cent. of the total increase, which, in the independent

Chapter III, 53 University Education

Colleges, naturally results in a diminished charge to both Subscriptions and Endowments. The cost to Public Funds is about 44 per cent. of the total expenditure; to Private Funds, it is about 56 per cent.

Scholarships

53. The following table gives the expenditure on Scholarships for the year from the various sources, and the number of those of different kinds current at the end of the year:—

		1893 94	1892 93.	Increase	Decrease
		Rs.	Rs	Rs	Rs.
EXPENDITURE.	Provincial Revenues	9 521	10,442	...	921
	District Funds	216	224	...	8
	Municipal Funds	2,124	1,747	377	...
	University Funds	5 139	4,384	755	...
	Other sources	967	1,028	...	61
	Total	17 967	17,825	142	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships	69	62	7	...
	Jubilee Scholarships	17	18	...	1
	Zamíndárí Scholarships	7	12	.	5
	Other Scholarships	29	26	3	...
	Total	122	118	4	...

There is an increase of 4 scholarships, with a rise in the expenditure of only Rs. 142. The fall in expenditure from Provincial Revenues is owing chiefly to the lapse of Zamíndárí Scholarships; and the increased charge to University Funds is, as explained last year, on account of the Albert Victor-Patiála Scholarships now fully current. The increase of Close Scholarships, under the head of Other Scholarships, explains the enhanced expenditure from Municipal Funds. Four of the scholarships are held by students in the Muhammadan Anglo-Oriental College, 'Alígarh, leaving 118 to the Provincial Colleges, or an average of a little over one for every seven students.

Examination results for the Provincial Colleges

54. The statement below gives the results of the University Examinations above the Entrance, so far as concerns the Arts Colleges within British territory:—

		1893 94	1892-93	Increase	Decrease.
Intermediate, Punjab .	Candidates	238	158	80	...
	Passes .	155	112	43	...
B A., Calcutta .	Candidates	2	...	2	.
	Passes ..	1	...	1	...
B A, Punjab	Candidates ...	(a) 124	88	36	...
	Passes .	(b) 83	42	41	.
M A., Punjab	Candidates ...	20	10	10	...
	Passes ...	11	6	5	.

(a). Includes the 2 who went up for the Calcutta B. A.

(b). Includes the 1 who passed the Calcutta B. A.

The number both of candidates and passes was in every case higher than in the previous year. In the Punjab University Examinations, the percentages of passes were—Intermediate 65, B. A. 66, M. A. 55, compared with 70, 47, and 60, respectively, last year. The candidates who went up for the Calcutta B. A. Examination and the candidate who passed also went up for and passed the corresponding Examination of the Punjab University; and this return makes no difference in the aggregate. The

successes for these Colleges in the Intermediate and B. A. Examinations are, it will be observed, a good deal more favourable than for the candidates generally.

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55. The following table gives the number of candidates and passes in each subject in the different Examinations :—

Results in each subject.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examination.	Candidates	1893-94	238	19	30	186	238	...	117	12	...	105
		1892-93	158	14	22	121	158	..	81	13	...	60
		Increase	80	5	8	65	80	...	36	...	...	45
		Decrease	...	...	...	...	..	...	...	1	...	...
	Passes	1893-94	203	12	21	169	182	..	110	11	...	89
		1892-93	134	12	12	105	134	...	77	13	...	58
		Increase	69	...	9	64	48	...	33	...	...	31
		Decrease	...	...	...	...	...	...	...	2	...	...
B. A. Examination.	Candidates	1893-94	124	10	9	68	50	14	38	42	..	21
		1892-93	88	4	9	44	37	11	42	18	1	8
		Increase	36	6	...	24	13	3	...	24	...	13
		Decrease	...	...	...	...	...	..	6	...	1	...
	Passes	1893-94	86	10	6	61	42	13	29	39	...	19
		1892-93	50	4	6	42	21	10	32	18	...	8
		Increase	36	6	...	19	21	3	...	21	...	11
		Decrease	...	...	...	...	...	...	3	...	...	...
M. A. Examination.	Candidates	1893-94	13	...	...	...	...	...	1	2	...	2
		1892-93	5	...	...	...	...	...	1	3	...	...
		Increase	8	...	...	...	...	...	...	...	...	2
		Decrease	...	...	...	...	...	...	...	1	...	...
	Passes	1893 94	6	...	...	...	...	...	...	2	..	2
		1892-93	4	...	...	...	...	...	...	2	..	...
		Increase	2	...	...	..	...	...	...	...	...	2
		Decrease	...	...	...	...	...	...	...	...	...	...

In the Intermediate Examination, the average percentage of passes in all the subjects is 81. In individual subjects, most of the percentages are remarkably good, as 94 in Philosophy, 91 in History, 90 in Persian, 85 in English, and 84 in Science. The remaining subjects, including Mathematics, Sanskrit, and Arabic, had 76, 70, and 63 per cent., respectively; so that no return is unfavourable. In the B. A. Examination, the general average of passes is 84, with 100 per cent. in Arabic, 92 in Mathematics (B Course) and History, 90 in Science, 89 in Persian, 84 in Mathematics (A Course), and 80 in Philosophy. The lowest returns are in English and Sanskrit, with 69 and 66 per cent., respectively. Of the M. A. candidates, 13 took English, 1 Philosophy, 2 History, and 2 Physical Science. All the History and Physical Science candidates passed; 6 passed in English, or 46 per cent.; and the candidate in Philosophy failed. There is a marked increase in the number of candidates in Physical Science in the Intermediate and B. A. Examinations, and in History, in the latter examination.

LAHORE GOVERNMENT COLLEGE.

56. The report of the Principal on the Lahore Government College is given as Appendix A. to this report. There was no change in the staff during the year; and, as the Principal remarks, both teachers and students had an opportunity of doing themselves full justice.

Principal's report.

57. The number on the roll rose during the year from 171 to 199. The rise was in all the classes except the Third, which fell considerably owing to the opening of B. A. classes in the Daya Nand Anglo-Vedic College, and the enhancement of the fees

Statistics for the year.

Chapter III, 58. University Education.

in the Government College to the highest rates. These circumstances will, no doubt, continue to tell on the recruitment to the Third Class from the Minor Colleges; but I have been informed from Lahore that this is practically counteracted in the term just begun by the larger numbers wishing to go beyond the Intermediate stage. The expenditure rose during the year from Rs. 49,415 to Rs. 56,914, owing to the circumstances already explained. The fees again rose considerably, and now equal a little over 27 per cent. of the total expenditure on the College. The net cost to Government of educating each student calculated on the average number on the rolls was Rs. 219. The number of scholarships current in the College at the end of the year was 37, compared with 32 last year.

Examination results.

58. The results of the University Examinations, compared with those of the previous year, are given below :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab	Candidates ...	35	35	...	...
	Passes ...	23	25	...	2
B. A., Calcutta	Candidates ...	2	...	2	...
	Passes ...	1	...	1	...
B. A., Punjab	Candidates ...	62	42	20	..
	Passes ...	44	16	28	...
M. A., Punjab	Candidates ...	14	8	6	...
	Passes ...	8	5	3	...

In the Intermediate Examination, out of 35 candidates, 23 passed, or 66 per cent., compared with 25 out of the same number, or 71 per cent., last year. The first four places on the list were taken by students of this College. In the B. A. Examination, 44 out of 62 passed, or nearly 71 per cent., against 16 out of 42, or 38 per cent., in the previous examination. The place of this College on the pass list was again very good, with 11 out of the first 13 places. In the M. A. Examination, 8 passed out of 14, or 57 per cent., against 5 out of 8 last year. The M. A. students seem, as a rule, hardly to give themselves fair play, first, by putting a good two years' course into one, and then by combining the study of Law with the Arts subject chosen.

General remarks

59. The tone of the College and the conduct of the students continue to be satisfactory; although the Principal refers to outside influences to the contrary. The various clubs in connection with the College seem to work beneficially. The interest in cricket, football, and tennis is said to be on the increase; and the Principal notices with satisfaction that the most successful students are, as a rule, also distinguished on the play-ground. A gymnastic instructor, it is to be regretted, has not yet been supplied to the College for want of funds. The Boarding House had 111 students in residence at the end of the year, and is now quite full. This institution, carefully supervised by the Principal, adds, I believe, considerably, to the other attractions of the College. The Principal speaks in high terms of the work of the staff, which I warmly acknowledge; and I also consider that his (Mr. Bell's) management of the College is deserving of special commendation.

St. STEPHEN'S COLLEGE, DELHI.

Principal's report.

60. The report of the Principal on St. Stephen's College, Delhi, which has been kindly sent to me, is given as Appendix B. The serious illness of the Principal deprived the College for six

months of his invaluable services; but, otherwise, the work was little interrupted.

Chapter III, 61.

University Education

Statistics for the year.

61. The number of students at the close of the year was 80, compared with 69 last year, showing that the desire for a University education is increasing in Delhi, as elsewhere. The expenditure for the year was Rs. 18,386, of which about 36 per cent. was met from Public Funds, 30 per cent. from Fees, and 34 per cent. from Private Sources. The average cost of educating each student was Rs. 235, the cost to Government being about Rs. 68. Only 6 scholarships were current at the end of the year, or an average of about one for every thirteen of the students.

Examination results

62. The number of candidates and passes in all the examinations was again higher than in the previous year For the Intermediate Examination, 31 candidates went up, and 15 passed, or somewhat over 48 per cent., against a general average of 58. In the B A. Examination, 7 out of 10 passed, or 70 per cent., compared with a general average of 57. In the M A. Examination 4 appeared, and 2 passed, which is slightly below the general average. The Principal is not quite pleased with the results, and attributes the comparatively lower place taken by the Delhi men to the fact that about nine-tenths of them are day students, whose household duties interfere with their work. He also remarks on the serious delay which occurred this year in the publication of the results.

General remarks.

63. With the exception of one serious offence, the conduct of the students was, as heretofore, excellent. Much is done to wholesomely influence the students; and the high repute of the St. Stephen's College in this particular is well maintained. Progress appears to have been made in the direction of a love of outdoor games; but a good deal is still left to be desired in this matter; and the want of a special play-ground is greatly felt. The Boarding House had only 6 in residence at the end of the year; and the provision of a special Boarding House for students of the Dhúsar community at Agra is likely, the Principal thinks, to draw the most of such beyond Delhi. The Principal notices with satisfaction the founding of another prize by an old student, which he contrasts with the indifference of the wealthy residents of the city in matters of this nature.

LAHORE MISSION COLLEGE.

Principal's report.

64. The report on the Lahore Mission College, with which the Principal has been kind enough to supply me, is given as Appendix C.

Statistics for the year.

65. The number of students rose during the year from 184 to 226; and this College remains the most numerously attended in the Province. There was a slight fall in the attendance of the Third Year Class, owing, no doubt, to the opening of B. A. classes in the Daya Nand College; but the numbers in the other classes had all largely increased. The expenditure for the year was Rs. 24,756, or a little more than last year, of which about 15 per cent. was met from Provincial Revenues, 52 per cent. from Fees, and 33 per cent. from Mission Funds. The average cost of educating each student was Rs. 112, of which Rs. 16-12-0 was met by Government. Forty-nine scholarships were current at the end of the year, or an average of a little over one for every five students. As these scholarships are won in open competition, this speaks well for the general proficiency of the students.

Examination results.

66. In the Intermediate Examination, 60 candidates appeared, and 39 passed, or 65 per cent., compared with a general aver-

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age of 58 per cent. for the Province. Two students passed in the First Division. In the B. A. Examination 32 out of 52 passed, or 61 per cent., against a general average of 57, two students again getting a place in the First Division. A fair share of the Open Scholarships again fell to this College, with the Aitchison-Rám Rattan Scholarship for the highest marks in Sanskrit in the B. A. Examination.

General remarks.

67. The remarks of the Principal on the demeanour of the students are highly satisfactory; and the means taken to supervise and influence them continue to be of an interesting and praiseworthy kind. Encouragement is given to physical exercise; and efforts were made during the year to get every student to take to some game or other. The average attendance in the Boarding Houses rose from 96 to 121. The need of more accommodation is again referred to by the Principal, with the hope that this will soon be supplied.

THE MINOR COLLEGES.

Reports on the Minor Colleges.

68. The report of the Inspector of Schools, Lahore Circle, on the Daya Nand Anglo-Vedic College and the Islámiya College at Lahore, and the Municipal Board College at Amritsar, is given as Appendix D., and the report of the Inspector, Ráwalpindi Circle, on the Scotch Mission College at Siálkot, and the new American Mission College at Ráwalpindi, as Appendix E. These Colleges, except the first, teach up to the Intermediate standard only.

Daya Nand College.

69. The Daya Nand Anglo-Vedic College is a Minor College only in the sense that it has not yet taught up to the Degree standards. Numerically, it is the second largest College in the Province; and, as B. A. classes were opened at the beginning of last year, it will be returned in future among the larger and fully equipped Colleges. The numbers rose during the year from 116 to 211. The expenditure amounted to Rs. 9,333, of which Rs. 5,255, or 56 per cent., was met from Fees, and the rest from Endowments and Subscriptions. The average cost of educating each student was Rs. 51. Ten scholarships, including only 3 won in open competition, were current at the end of the year, or one for every twenty-one students. In the Intermediate Examination, 56 passed out of 82 candidates, or 68 per cent., against a general average of 58. Games are not yet systematically played, which is to be regretted, as a Boarding House with 116 in residence gives an excellent opportunity for this. This College continues from its very great success to merit the support, if also the anxious concern, of its enterprising founders.

Amritsar Municipal Board College.

70. The number of students in the Municipal Board College at Amritsar is 31, or one more than last year. The expenditure was Rs. 4,479, of which Rs. 1,651, or 36 per cent., was met from Fees, and the rest from Municipal Funds. The average cost of educating each student was Rs. 149. Seven scholarships were current at the end of the year. Of 14 candidates in the Intermediate Examination, 13 passed, or 92 per cent., which is again a highly creditable result. Sports are pursued with zeal, the staff taking much interest in this important matter. Only 4 students are resident in the Boarding House, the rest mostly belonging to Amritsar.

Siálkot Mission College.

71. The Scotch Mission College, Siálkot, had 20 students on the roll at the end of the year, instead of 11 last year. The expenditure amounted to Rs. 6,000, of which about 12 per cent. was met from District and Municipal Funds, 23 per cent. from Fees, and the remainder by the Mission. The average cost per student was Rs. 262. Five Open Scholarships were current at the

end of the year. In the Intermediate Examination 6 out of 9 candidates passed, or 66 per cent. The Principal speaks very favourably of the conduct of the students, who are carefully supervised out of College.

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72. The number in attendance on the Islámiya College, Lahore, rose during the year from 8 to 17. The expenditure was Rs. 1,802, mostly met from Subscriptions. Four scholarships, founded by the Anjuman-i-Himáyat-i-Islám, were current at the end of the year. Of 7 candidates who appeared in the Intermediate Examination, 3 passed. Attention is paid to moral and physical training. The fee charged is low at Rs. 2, to meet the case of the poorer Muhammadan community.

Islámiya College, Lahore.

73. The American Mission College at Ráwalpindi was opened in June, 1893, and had 13 First Year students at the end of the year. The expenditure is said to have been met from the Fees. This College has made a good start. It is in efficient hands, and is said by the Inspector to meet a real want.

Mission College, Ráwalpindi.

THE ORIENTAL COLLEGE, LAHORE.

74. The report of the Principal on the Oriental College, Lahore, with the remarks of the Managing Committee thereon, is given as Appendix F. Some of the details are omitted.

Principal's report.

75. The number of students rose during the year from 122 to 127,—73 of these belonging to the College Department, and 54 to the School. Of those in the College Department, 15 are on the *General* side reading for the Intermediate and Degree Examinations, and 58 on the *Language* side reading for the Oriental Titles Examinations. Regarding the former, I observe again that 3 are returned as reading for *Arts'* Degrees, who, though taught in the Oriental College under a special arrangement made with the Punjab Government, properly belong to the Government College, and should have been so returned. Of those in the School Department, 7 are preparing for the Entrance Examination in Urdú, and 47 for the Proficiency (or lowest) Examination in Oriental Languages. As many as 103 of the students now read English,—72 at the Primary, 23 at the Middle, and 8 at the High School stage. In addition to the above, 135 students of the Government College received instruction in their Oriental Languages, under the arrangement already referred to, from the staff of this College. Fifty-two in the College Department and 17 in the School were in receipt of Scholarships or Stipends at the end of the year. According to creed, the returns give 57 Muhammadans, 55 Hindús, and 15 Sikhs.

Number and distribution of students.

76. The total expenditure for the year amounted to Rs. 31,626, of which Rs. 26,394 is debited to the College Department, and Rs. 5,232 to the School. Omitting from each what are properly indirect charges, the direct expenditure on the College Department was Rs. 20,289, and on the School, Rs. 4,670, 65 per cent. of which, in the former case, was met from Public Funds, and 52 per cent., in the latter. The average cost, per student, in the College Department, was Rs. 281; in the School, it was Rs. 103.

Expenditure.

77. From the College Department, on the General side, 2 candidates appeared in the Intermediate Examination and 5 in the B. O. L., and *all* passed. There were no M. O. L. candidates last year; but 2 Arts' students appeared in the M. A. Examination, in an Oriental Classical Language, and one passed. On the Oriental side, 9 appeared in the two higher Examinations (High Proficiency and Honours) in Sanskrit, and 6 passed, or 66

Examination results.

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per cent.; 11 appeared in the corresponding Examinations in Arabic, and 10 passed, or 91 per cent.; 10 appeared in Persian, and 8 passed, or 80 per cent.; and one appeared in the High Proficiency Examination in Gurmukhí, but failed. From the School Department, on the General side, 3 candidates appeared in the Entrance Examination in Urdú, and all passed. On the Oriental side, 8 out of 12 passed the Proficiency Examination in Sanskrit, or 66 per cent.; one out of 3 passed the corresponding Examination in Arabic, or 33 per cent.; one out of 4 passed in Persian, or 25 per cent.; and 2 out of 3 in Gurmukhí, or 66 per cent. For the students of the Government College, the results in Oriental Languages in the Arts' Examinations were satisfactory. It is noticeable, however, that only one student in the two B. A. classes was reading Sanskrit last year.

General remarks.

78. The management of this institution, under Dr. Stein, continues thoroughly efficient; and the examination results for the year, so far as percentages of successes go, were generally very satisfactory. But the expense of the output—in the sense that it costs more to produce, on an average, a Munshí, Maulaví, or Pandit, with also a few Bachelors of Oriental Learning, than a B. A. or M. A. taught mostly by English Professors—is, I consider, a matter which merits the anxious consideration of the University authorities.

THE MEDICAL COLLEGE, LAHORE.

Principal's report

79. The report of the Principal of the Medical College, Lahore, is given as Appendix G.; and the following remarks, in review of the report, have been forwarded to me by the Inspector-General of Civil Hospitals :—

Review of Inspector-General.

" During the year under report there was a considerable addition to the numerical strength both of the College and School. The increase in numbers has been progressive for years past, as the following figures show :—

1889-90.	1890-91.	1891-92	1892-93.	1893-94.
106	124	144	158	189

" This steady annual augmentation clearly indicates that Medicine as a career is becoming year by year more attractive to those who have a livelihood to earn. This is further emphasised by the fact that parents and others are more willing to spend money on a Medical education, for the receipts from students have distinctly increased this year

" In the School Division it would seem that payment for education can scarcely yet be hoped for. The students attending the School belong to such poor classes that few of them can exist without stipends from some source or other. Nevertheless, the number of free students in the School this year is somewhat larger than heretofore.

" As pointed out by the Principal, the size of the classes in the School will necessarily vary with the greater or smaller requirements of Government for Hospital Assistants of various sorts. But whether it is that Government annually employs more Medical subordinates, or whether possibly a greater number find a living in private practice, the School totals annually increase: thus in successive years I find the attendance to have been 194, 173, 178, 239, and 286.

" I may note in passing that each increase means extra work to the already small staff.

" *Examinations.*—The remarks made by the Principal on this subject are very just. Examiners are, I fear, capricious. Taking a series of years, I find the following figures :—

" Passes per cent. :—

50, 75, 72, 40, 38, 42, 60, 20.

" Such eccentricities in the results of examinations depend, I think, much more on the Examiners than on the students, for the average run of students cannot vary considerably one year with another.

" Be this as it may, the results this year deserve serious consideration.

" They may have been due to the nature of the questions or to unduly severe marking, or to both.

" Some things suggest themselves as safeguards in future.

" As the papers are mostly set by strangers and often inexperienced Examiners, could they be submitted to a Moderator who should see that they were fair pass questions ? If so, how should such a Moderator be appointed ? These are points for the University to determine.

" Possibly Examiners might resent such supervision ; but I don't think it would be likely.

" As the written part of the examination is conducted by persons far from Lahore, it is impossible that they could meet to discuss individual cases ; but I would suggest that when the *viva voce* portion of the examination is also finished and the totals are being made up, it might be within the province of the *viva voce* (and hence local) Examiners to meet together and consider the treatment of candidates who fail by only a few marks.

" Of course, the interpretation of a 'few' should be defined, and not too elastic.

" Possibly some such measures as the above might help to keep the examinations more even.

" Ignorance of the pass standards, on the part of the Examiners, ought not to exist. The University when appointing Examiners ought surely to fully inform them of the conditions involving failure, and draw special attention to the rules on this subject.

" Female students are not numerous. Several stipends are offered to girls to induce them to take up a medical career, but few seem willing to avail themselves of the boon. If one can judge by other Provinces, Medicine should offer a fairly lucrative career to trained women. I don't know whether the existence of these stipends is sufficiently published to the class of people for whom they are intended. It might possibly be well if District authorities were asked to let it be more generally known that a free Medical education is offered to suitable girls for whom a subsequently profitable occupation should be almost certain.

" The working of both institutions, School and College, was economical during the year when compared with the preceding 12 months.

" The cost of a College student, ascertained by dividing the total expenses by the attendance, was Rs. 348. The School student costs only Rs. 60.

" I fancy the figures thus arrived at are probably not correct, for I gather that the cost of the teaching staff is mainly put down to the College.

" I can fully endorse what is said by the Principal in his remarks on the 'Examinations,' under the head 'Deficient Preliminary Education of Students.' I taught for several years in the Calcutta Medical College. We found it essential to ask the University to insist on College students passing the F. A. Examination. Even then the students often had great difficulty in following the lectures at first. I am of opinion that the Punjab University should raise its Preliminary Standard for Medical College students similarly.

" The College staff deserve great credit for the excellent work they year by year perform, though greatly underhanded.

" I fear it is hopeless at present to expect any numerical addition to the staff, but it is sadly needed. No one should lecture on more than one subject. So fully is this recognised that none of the Examining Boards of the United Kingdom will accept certificates of attendance on two different subjects from the same Professor.

" Would it not be possible to raise the fees ? They are extremely low. In this way funds might be acquired to pay for one extra Professor at least."

Chap. IV, A, 80.

Secondary Schools.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Anglo-Vernacular.				Vernacular.				Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Number of				
		Government and Board Schools.	Aided Schools.	Unaided Schools	Total.	Board Schools.	Aided Schools.	Unaided Schools.	Total.				Open Scholarships.	Jubilee Scholarships.	Zamíndárí Scholarships.	Other Close Scholarships.	Total.
Number of High Schools.	1893-94 ...	24	20	8	52	...	1	1	2	54	...	...	...	...	...	...	...
	1892-93 ...	23	20	8	51	...	1	...	1	52	...	...	...	...	...	...	...
	Increase ...	1	...	...	1	...	...	1	1	2	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.	1893-94 ...	54	21	20	95	122	...	1	123	218	...	...	...	...	...	...	...
	1892-93 ...	52	21	12	85	123	...	1	124	209	...	...	...	...	...	...	...
	Increase ...	2	...	8	10	...	...	...	...	9	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...
Total Number of Secondary Schools.	1893-94 ...	78	41	28	147	122	1	2	125	272	...	...	...	...	...	...	...
	1892-93 ...	75	41	20	136	123	1	1	125	261	...	...	...	...	...	...	...
	Increase ...	3	...	8	11	...	...	1	...	11	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars. — *High Stage.*	1893-94 ...	952	789	350	2,091	...	54	15	69	2,160	2,137	331	314	58	24	84	480
	1892-93 ...	926	759	376	2,061	...	50	...	50	2,111	2,095	332	307	51	20	74	452
	Increase ...	26	30	...	30	...	4	15	19	49	42	...	7	7	4	10	28
	Decrease ...	...	...	26	...	...	...	...	...	...	...	1	...	...	...	...	...
Middle Stage.	1893-94 ...	4,292	2,249	1,311	7,852	4,068	...	55	4,123	11,975	7,726	2,916	578	123	45	618	1,364
	1892-93 ...	4,328	2,273	1,112	7,713	4,028	...	25	4,053	11,766	7,609	2,854	588	120	51	646	1,405
	Increase ...	...	...	199	139	40	...	30	70	209	117	62	...	3	...	...	...
	Decrease ...	36	24	...	...	...	...	...	...	...	...	...	10	...	6	28	41
Total Secondary Stage.	1893-94 ..	5,244	3,038	1,661	9,943	4,068	54	70	4,192	14,135	9,863	3,247	892	181	69	702	1,844
	1892-93 ...	5,254	3,032	1,488	9,774	4,028	50	25	4,103	13,877	9,704	3,186	895	171	71	720	1,857
	Increase ...	...	6	173	169	40	4	45	89	258	159	61	...	10	...	...	...
	Decrease ...	10	...	...	...	...	...	...	...	...	...	...	3	..	2	18	13
Upper Primary Stage.	1893-94 ...	5,450	2,438	1,029	8,917	3,029	...	100	3,129	12,046	8,890	2,928	29	11	14	78	132
	1892-93 ...	5,056	2,379	903	8,338	2,966	...	60	3,026	11,364	8,326	2,438	14	8	4	59	85
	Increase ...	394	59	126	579	63	...	40	103	682	564	490	15	3	10	19	47
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Stage.	1893-94 ...	7,136	4,303	2,057	13,496	10,705	...	119	10,824	24,320	1,104	5,870	...	...	...	23	23
	1892-93 ...	6,810	4,179	1,433	12,422	10,358	...	4	10,362	22,784	803	5,755	...	...	..	35	35
	Increase ...	326	124	624	1,074	347	...	115	462	1,536	301	115	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	12
Total Primary Stage.	1893-94 ...	12,586	6,741	3,086	22,413	13,734	...	219	13,953	36,366	9,994	8,798	29	11	14	101	155
	1892-93 ...	11,866	6,558	2,336	20,760	13,324	...	64	13,388	34,148	9,129	8,193	14	8	4	94	120
	Increase ...	720	183	750	1,653	410	...	155	565	2,218	865	605	15	3	10	7	35
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total.	1893-94 ...	17,830	9,779	4,747	32,356	17,802	54	289	18,145	50,501	19,857	12,045	921	192	83	803	1,999
	1892-93 ...	17,120	9,590	3,824	30,534	17,352	50	89	17,491	48,025	18,833	11,379	909	179	75	814	1,977
	Increase ...	710	189	923	1,822	450	4	200	654	2,476	1,024	666	12	13	8	...	22
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A.—SECONDARY EDUCATION.

Statistical table.

80. The table on the opposite page compares the statistics of Secondary Schools for Native Boys for the last two years.

Number of schools.

81. The number of Secondary Schools is now returned as 272, or 11 more than last year. The increase was in 2 High Schools, and 9 Middle Schools, 1 of the former and 8 of the latter being Unaided Schools. The rise was entirely in Anglo-Vernacular Schools, of which there are now 147, as compared with 125 Vernacular Schools. According to grade, the schools are now 54 High Schools—52 Anglo-Vernacular, and 2 Vernacular—and 218 Middle Schools—123 Vernacular, and 95 Anglo-Vernacular. The two Vernacular High Schools are the School attached to the Oriental College, Lahore, and Lála Rádha Kishan's Sanskrit Pátshála at Pesháwar.

Number of scholars.

82. Corresponding with the increase in the number of schools, but in greater proportion, there is a rise in the number of scholars from 48,025 to 50,501, or by 2476. The increase was in all the classes of schools, particularly the Board and Unaided Schools. In the High Departments, there are now 2160 scholars, or 49 more than last year; in the Middle, there are 11,975, or an increase of 209, giving altogether 14,135 at the Secondary stage of instruction, compared with 13,877 in the previous return. The remainder, or 36,366, belong to the Primary stage, being an increase on last year of 2218 scholars. Seventy-three per cent. of the total rise was in the Anglo-Vernacular Schools. The increase in the number of agriculturists is marked; and close on 24 per cent. of the whole attendance in Secondary Schools is now of this section of the people.

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Secondary Schools.

Expenditure

83. The subjoined statement gives the expenditure from all sources on the different classes of Secondary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board Schools.	1893-94 ...	11,723	25,486	1,51,063	1,70,159	7,975	3,66,406
	1892-93 ...	10,901	24,908	1,45,538	1,57,762	8,605	3,47,714
	Increase ...	822	578	5,525	12,397	...	18,692
	Decrease .	..	...	...	...	630	...
Aided Schools ...	1893-94 ...	64,689	1,552	15,381	1,00,328	64,927	2,46,877
	1892-93 ...	64,376	1,430	13,845	95,904	57,070	2,32,625
	Increase ...	313	122	1,536	4,424	7,857	14,252
	Decrease ...	...	...	..	...	...	...
Unaided Schools ...	1893-94 ...	..	...	...	29,102	23,653	52,755
	1892-93 ...	...	...	...	20,268	17,377	37,645
	Increase ...	...	...	...	8,834	6,276	15,110
	Decrease ...	...	...	...	...	...	...
Total Anglo-Vernacular Schools.	1893-94 ...	76,412	27,038	1,66,444	2,99,589	96,555	6,66,038
	1892-93 ...	75,277	26,338	1,59,383	2,73,934	83,052	6,17,984
	Increase ...	1,135	700	7,061	25,655	13,503	48,054
	Decrease ...	...	...	...	...	...	...
VERNACULAR SCHOOLS.							
Board Schools ...	1893-94 ...	...	71,001	16,828	31,075	666	1,19,570
	1892-93 ...	...	67,812	18,249	30,767	952	1,17,780
	Increase ...	...	3,189	...	308	...	1,790
	Decrease ...	...	...	1,421	...	286	...
Aided Schools ...	1893-94 ..	2,029	176	236	19	2,210	4,670
	1892-93 ..	2,057	179	239	17	2,184	4,676
	Increase ..	...	...	...	2	26	...
	Decrease ...	28	3	3	...	...	6
Unaided Schools ...	1893-94 ...	...	...	...	930	2,174	3,104
	1892-93 ...	...	...	...	430	1,948	2,378
	Increase ...	...	...	...	500	226	726
	Decrease ...	...	...	...	...	...	...
Total Vernacular Schools.	1893-94 ..	2,029	71,177	17,064	32,024	5,050	1,27,344
	1892-93 ...	2,057	67,991	18,488	31,214	5,084	1,24,834
	Increase ...	...	3,186	..	810	...	2,510
	Decrease ...	28	...	1,424	...	34	...
Grand Total Anglo-Vernacular and Vernacular Schools	1893-94 ...	78,441	98,215	1,83,508	3,31,613	1,01,605	7,93,382
	1892-93 ..	77,334	94,329	1,77,871	3,05,148	88,136	7,42,818
	Increase ...	1,107	3,886	5,637	26,465	13,469	50,564
	Decrease ...	...	...	...	...	...	...
Scholarships ...	1893-94 ...	3,888	44,106	10,694	...	3,510	62,198
	1892-93 ...	3,269	41,635	11,152	95	2,363	58,514
	Increase ...	619	2,471	...	...	1,147	3,684
	Decrease ...	...	...	458	95	...	...

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There is a total increase of Rs. 50,564, of which Rs. 20,482 was on Government and Board Schools, Rs. 14,246 on Aided Schools, and Rs. 15,836 on Unaided Schools. Of the total expenditure, which is now Rs. 7,93,382, Provincial Revenues contribute something under 10 per cent., District Funds, a little over 12 per cent., Municipal Funds, 23 per cent., Fees, 42 per cent., and Private Sources, 13 per cent. The increased cost in the Government and Board and the Unaided Schools was partly due to the employment of a greater number of teachers on account of the extra schools and scholars, partly to the substitution of English for Vernacular Masters to teach Arithmetic and Geography, and partly to the supply of Gymnastic Instructors, and of gymnastic and other school appliances. In the Aided Schools, the increase was mainly due to the last two causes. According to the figures now returned the average annual cost, per scholar, in Secondary Schools is about Rs. 15-11; in Anglo-Vernacular Schools, it is Rs. 20-9; and in Vernacular Schools, it is just over Rs. 7.

Fees.

84. The amount taken in Fees rose during the year from Rs. 3,05,148 to Rs. 3,31,613, or by Rs. 26,465, and now equals, as already stated, 42 per cent. of the total expenditure. The increase extended to all classes of schools, but was not considerable on the Vernacular side. The contrast between the Aided and the Unaided Vernacular School in this respect is very striking. In the former, the School attached to the Oriental College, Lahore, with 54 scholars, only Rs. 19 is returned as Fees; whereas in the Sanskrit Pátshála at Peshâwar, with 70 scholars, Rs. 930 is so returned. The Anglo-Vernacular Schools contribute just over 90 per cent. of the Fee receipts.

Scholarships.

85. The number of Scholarships of all kinds current at the end of the year was 1999, or 22 more than in the previous year. The increase was exclusively in the scholarships paid from Public Funds, which are all awarded on the results of the Public Examinations. In the High Departments, 480 scholarships were current, or an average of a little over one to every five of the scholars reading at that stage; in the Middle Departments, 1364 were current, or a little less than one to every eight of the scholars; and in the Primary Departments, 155 were current, partly on account of scholars reading English after passing the Upper Primary Examination in the Vernacular, and partly of *wazífas* paid to poor boys in certain schools. The total expenditure on scholarships for the year was Rs. 62,198, or Rs. 3,684 more than last year. The increase was divided between the Provincial Revenues, District Funds, and Private Sources. The expenditure from Provincial Revenues is on account of a fixed number of Jubilee and Zamíndárí High School Scholarships provided by Government. The Sir James Lyall Scholarships, open to certain classes in the Kángra District, were not awarded last year, as there were no eligible candidates. Rules for the award of the Sardár Jagjodh Singh Scholarships in the Gujrát District were drawn up during the year.

Examination results.

86. The table on the next page compares the results of the Entrance and Middle School Examinations as regards

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the Secondary Schools for Native Boys in the Province, for the last two years.

		Entrance Examination.			Middle School Examination.				
		Number of candidates.*	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board Schools.	1893-94 ...	447	346	77·4	1,538	1,382	89·7	132	126
	1892-93 ...	427	295	69·1	1,369	679	49·6	142	108
	Increase ...	20	51	8·3	169	703	40·1	...	18
	Decrease ..	...	...	...	...	...	...	10	...
Aided Schools ...	1893-94 ...	395	278	70·3	814	725	89·0	137	132
	1892-93 ...	386	256	66·3	776	328	42·3	105	75
	Increase ...	9	22	4·0	38	397	46·7	32	57
	Decrease ..	...	...	...	...	...	..	...	...
Unaided Schools ...	1893-94 ...	157	111	70·7	464	382	82·3	31	27
	1892-93 ...	178	109	61·2	424	91	21·5	19	7
	Increase ...	...	2	9·5	40	291	60·8	12	20
	Decrease ...	21	...	...	...	...	..	...	...
Total Anglo-Vernacular Examination.	1893-94 ...	999	735	73·5	2,816	2,489	88·3	300	285
	1892-93 ...	991	660	66·6	2,569	1,098	42·7	266	190
	Increase ..	8	75	6·9	247	1,391	45·6	34	95
	Decrease ...	...	...	...	...	...	...	...	...
Vernacular Examination.									
Board Schools ...	1893-94 ...	...	...	...	1,302	1,077	82·7	...	...
	1892-93 ...	3	2	66·6	1,253	955	76·2	...	...
	Increase ...	...	...	...	49	122	6·5	...	...
	Decrease ...	3	2	66·6	..	...	...	...	...
Aided Schools ...	1893-94 ...	3	3	100·0	23	20	86·9	...	...
	1892-93 ...	2	1	50·0	22	19	86·4	...	...
	Increase ...	1	2	50·0	1	1	·5	...	...
	Decrease ...	...	...	...	...	...	...	...	...
Unaided Schools ...	1893-94 ..	1	1	100·0	1	1	100·0	...	...
	1892-93 ...	...	.	..	1	1	100·0	...	...
	Increase .	1	1	100·0	..	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...
Total Vernacular Schools.	1893-94 ..	4	4	100·0	1,326	1,098	82·8	...	...
	1892-93 ...	5	3	60·0	1,276	975	76·4	...	...
	Increase ...	...	1	40·0	50	123	6·4	...	...
	Decrease ...	1	...	...	...	..	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1893-94 ...	1,003	739	73·6	4,142	3,587	86·5	300	285
	1892-93 ...	996	663	66·6	3,845	2,073	53·9	266	190
	Increase ...	7	76	7·0	297	1,514	32·6	34	95
	Decrease ...	...	...	...	...	...	...	...	...

* Exclusive of those who took up English only.

Entrance Examination.

87. In the last Entrance Examination of the Punjab University, out of 1003 candidates from the Public Schools, 739 passed, or 73 per cent., compared with 663 out of 996, or 66 per cent. last year. Of the successful candidates, 735 belonged to

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the Anglo-Vernacular Schools, and only 4 to the Vernacular. Comparing the different classes of schools, the Government and Board Schools passed 77 per cent. of their candidates, and Aided and Unaided Schools, on the Anglo-Vernacular side, 70 per cent., each. On the Vernacular side, both the Aided and Unaided Schools passed all their candidates The relative position of the Circles, according to the average of passes in this examination, is the Deraját Circle first, with 85 per cent.; Jullundur second, with 80 per cent.; Ráwalpindi third, with 74 per cent.; Lahore fourth, with 70 per cent.; and Delhi fifth, with 69 per cent. According to the number of passes—that is, from the schools, the order would be, Lahore first, with 292; Ráwalpindi second, with 147; Jullundur third, with 118; Delhi fourth, with 114; and Deraját fifth, with 68.

The most successful schools.

88. The schools which passed the greatest number of candidates were the Daya Nand Anglo-Vedic School, with 53, the Mission School, Gujránwála, and the Central Model School, Lahore, with 42 each, the Victoria Jubilee School at Jhang, with 30, and the Municipal Board School, Mooltan, and the Mission School, Ráwalpindi, with 26 each. The schools with the highest percentages of successes were the Municipal Board School, Jhelum, the Anglo-Arabic School, Delhi, the Aitchison College, Lahore, and the Municipal Board School, Karnál, which passed all their candidates; the Municipal Board Schools at Dera Ghází Khán, and Hoshiárpur, and the Anglo-Sanskrit School, Bhera, with 90 per cent. and over; the Municipal Board Schools at Mooltan and Jullundur, the Baring High School, Batála, the Umballa and Dera Isma'íl Khán Mission Schools, and the Islámiya School, Lahore, with between 85 and 90 per cent.; and the American Mission School, Siálkot, the Victoria Jubilee School, Jhang, the Mission School, Ludhiána, the Municipal Board Schools at Amritsar and Ludhiána, the Mission School, Jullundur, the Victoria Bhrátrí Sabha School, Dera Isma'íl Khán, the Municipal Board School, Qasúr, and the Christian Boys' School, Ludhiána, with from 80 to 85 per cent.,—all highly creditable results. The Mooltan and Ludhiána Municipal Board Schools, and the Scotch Mission School, Siálkot, had each two of the first twenty places on the list; and the Central Model School, Lahore, had the highest place.

Middle School Examination.

89. The number of candidates from the schools in the last Middle School Examination was 4142, of whom 3587, or over 86 per cent., passed, against 2073 out of 3845, or close on 54 per cent., in the previous year. Besides these, 285 out of 300, or 95 per cent., passed in English only. The average of successes on the Anglo-Vernacular side was slightly more favourable than on the Vernacular, which is unusual, and, at this stage, peculiar. Compared with the previous year, the percentage on the Vernacular side rose from 76 to 82; whereas, on the Anglo-Vernacular side, it rose from 42 to 88, which can only be attributed to a change in the standard of examining applied. And yet, if the standard applied from year to year in such an examination is not fairly uniform, the use of it for the purpose of comparison must be impaired. The success achieved in the Government and Board Schools on the Anglo-Vernacular side was about equal, at 89 per cent. each; whilst in the Unaided Schools, it was 82 per cent., against 21 last year. On the Vernacular side, the returns were highly favourable for all the classes of schools; but the numbers examined, except from the Board Schools, were insignificant. The order of the Circles, according to the average of passes in this examination, is—Deraját, with 91 per cent.; Lahore, with 89 per cent.; Ráwalpindi, with 86 per cent.; Delhi, with 81 per cent.; and Jullundur, with 74 per

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cent. According to the number of passes, the order would be—Lahore, Ráwalpindi, Jullundur, Delhi, and Deraját.

The most successful schools.

90. The schools with the greatest number of passes, on the Anglo-Vernacular side, were the Mission School, Gujránwála, with 95; the Daya Nand Anglo-Vedic School, Lahore, with 79; the Central Model School, Lahore, with 73; the Municipal Board School, Mooltan, with 70; the Municipal Board School, Gurdáspur, with 61; the Municipal Board School, Amritsar, and the Mission School, Ráwalpindi, with 58 each; the Mission School, Jullundur, with 55; the Municipal Board Schools at Delhi and Gujrát, with 52 and 59, respectively; the Scotch Mission School, Gujrát, with 49; the Municipal Board School, Ludhiána, and the Victoria Jubilee School, Jhang, with 45 each; the Punjábí High School, Amritsar, with 43; the Municipal Board School, Dera Ghází Khán, with 41; and the Municipal Board School, Jullundur, with 40. Five schools in the Delhi Circle passed all their candidates; 10 schools in the Jullundur Circle, 14 in the Lahore Circle, 8 in the Ráwalpindi Circle, and 8 in the Deraját Circle, did the same; or, in all, 45 schools. Thirty-eight other schools passed over 90 per cent. of their candidates. The Municipal Board School, Siálkot, distinguished itself by heading the list, and taking five of the first twenty places. The Municipal Board Schools at Muzaffargarh and Jhang, and the Scotch Mission School, Siálkot, took two each of the first twenty places. On the Vernacular side, the school at Hariána in the Hoshiárpur District passed the greatest number of candidates. The next most successful schools were those at Murinda in the Umballa District, at Nawashahr and Nakodar in the Jullundur District, at Mahlpur in the Hoshiárpur District, at Sujánpur in the Kángra District, and at Rámnagar in the Gujránwála District. Forty-two schools passed all their candidates—7 in the Delhi Circle, 6 each in the Jullundur and Lahore Circles, 14 in the Ráwalpindi Circle, and 9 in the Deraját Circle. Sixteen other schools had over 90 per cent. of successes. The highest place on the list was taken by the Ahmadpur School in the Jhang District; and the Murinda and Sankhatra Schools had two places each within the first twenty.

Calcutta Entrance Examination.

91. Several schools continue to send up candidates to the Entrance Examination of the Calcutta University; and the following table gives the figures for the past year:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board Schools ...	1893-94 ...	21	5	23·8
	1892-93 ...	27	13	48·1
	Increase ...	...	...	...
	Decrease ...	6	8	24·3
Aided Schools	1893-94 ...	32	5	15·6
	1892-93 ...	28	15	53·6
	Increase ...	4	...	...
	Decrease ...	...	10	38·0
Unaided Schools	1893-94 ...	3	...	...
	1892-93 ...	18	3	16·7
	Increase ...	...	...	...
	Decrease ...	15	3	16·7
Total	1893-94 ...	56	10	17·8
	1892-93 ...	73	31	42·5
	Increase ...	...	...	...
	Decrease ...	17	21	24·7

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There were altogether 56 candidates, of whom only 10 passed, or 17·8 per cent., against 31 out of 73, or 42 per cent., last year. The result is not at all satisfactory for any class of schools; and it is a warning, as I have before remarked, that the Calcutta Examination should not be attempted without special preparation, which cannot be given in our schools. The desire to appear at this examination is not because of any special value still attached to being associated with the original *Alma Mater* of the Province, but merely that the candidates may have a double chance of passing; and 14 schools—4 Government or Board Schools, 9 Aided Schools, and 1 Unaided School—contributed to the result above recorded.

Boarding Houses.

92 The provision of Boarding Houses is an important factor in connection with the advance of Secondary Education in the Province. For every group of Primary (or Village) Schools, a Middle (or Town) School is maintained, with also, as a rule, a High (or District) School at the main centre—usually the head-quarters—in every District; and it is a regulation that, as far as possible, for the convenience of scholars coming from a distance, a Boarding House shall be attached to every Middle and High School supported from Public Funds. It is also required that these Boarding Houses should be provided with certain articles of simple furniture, with one or two necessary servants, and that they should be efficiently supervised. With but few exceptions, all Secondary Board Schools, where at all necessary, are provided with Boarding Houses, not all so suitable as they might be, but still more or less sufficient for the purpose; and year by year the organization and management of these are being improved. The Aided and Unaided Schools are also following the example; and it may be said that the supply in this respect is fairly equal to the requirements. In the Delhi Circle, two new Boarding Houses were provided during the past year—one at Berí in the Rohtak District, by private liberality, which is satisfactory and hopeful. In the Jullundur Circle, all but five of the Secondary Schools have Boarding Houses attached to them; and all but one are well attended, the tendency being to over-crowding in the more progressive Districts. In the Lahore Circle, the arrangements are generally satisfactory, except in the Amritsar and Jhang Districts, and a few places in Gujránwála; and special attention was given during the year in the Gurdáspur District to "placing the Boarding Houses on a healthy footing, and under healthy influences." In the Ráwalpindi Circle, the provision is sufficient, except in the Pesháwar District, and a few places in the Jhelum and Sháhpur Districts. In the Siálkot District, which is one of the most advanced educationally in the Province, every Secondary School is provided with a Boarding House; and, as remarked by the Inspector, these are generally suitable and comfortable places, kept in fair order, and provided with the necessary establishment. Almost all the Board Secondary Schools in the Deraját Circle are supplied with Boarding Houses, which are said to be "gradually increasing in popularity, generally well managed, and provided with the necessary furniture and establishment."

Their main object.

93. There can be little doubt about the advantage to the people of these Boarding Houses; but their utility as a means of forming the characters of the boys, and so acting as an influence for good on the schools, is yet, it is to be feared, but little realized. This, however, should be the main object kept before the Managers and Masters; and it is especially desirable, at the present time, to encourage good-fellowship among the different classes of the scholars. During the past year, less was heard of

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factious squabbling than in the previous year; but instances did occur, which were not over-promptly put down. A very sad occurrence, in connection with one Boarding House, is recorded by the Additional Inspector of the Deraját Circle. "Nine boys of Kuláchí, who had come to join the Middle School Examination at Dera Isma'íl Khán, and had joined the Boarding House attached to the Mission School, were poisoned. Four of them died, and the rest were disabled from appearing at the examination." The case is, I believe, still the subject of a criminal inquiry; but whether the event was due to carelessness, or a thoughtless freak, or intentional crime, it shows how much care and supervision are required even to keep things straight in such institutions, to say nothing of the higher objects which have also to be kept in view.

Advance of English compared with Vernacular education.

94. As noted at the beginning of this section, all the new Secondary Schools returned this year—eleven in number—are Anglo-Vernacular Schools; and, in accordance with this fact, the number in attendance on these schools rose during the year by 1822; whereas the rise in Vernacular Schools was only 654. In the Entrance Examination, the proportion of Anglo-Vernacular candidates to Vernacular was as 999 : 4; and in the Middle School Examination, it was as 2816 : 1326, or more than double. In the latter case, there was a rise of 247 Anglo-Vernacular candidates, compared with only 50 Vernacular candidates. There can, therefore, be no doubt that the desire of the people is chiefly in the direction of English education. The comparatively high fees now charged in Board and Aided Schools tend to check this; but this difficulty is got over by the opening of Unaided Schools, which are free to charge any fees, eight of the new schools, as already noted, being of this class. The remaining three new schools were Board Schools; and, as the people themselves have usually to contribute, under the rules, to the extra cost of such Secondary Schools, the increase of these generally shows that the desire of the people is genuine. In the case of the school at Jámpur in the Dera Isma'íl Khán District, the people raised the handsome sum of Rs. 12,000 to secure its being changed into an Anglo-Vernacular School. The reason of the preference is not far to seek. It is an English education that chiefly leads to employment. It is also now recognized that an English education short of the Entrance standard is of little use; and hence the clamour everywhere for High Schools. It is right that one should ultimately be provided for every District; but, administratively, the demand beyond this has generally to be withstood.

SECTION B.—PRIMARY SCHOOLS.

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Primary Schools. Statistics.

95. The following table compares the statistics of Primary Schools for Native Boys for the last two years:—

		Number of Schools.	Number of Scholars. Upper Primary Stage.	Lower Primary Stage.	Total.	Number of agriculturists.
Government and Board Schools.	1893-94 ...	1,691	12,578	67,498	80,076	43,591
	1892-93 ...	1,681	12,604	66,318	78,922	45,132
	Increase ...	10	...	1,180	1,154	...
	Decrease ...	...	26	...	...	1,541
Aided Schools	1893-94 ...	69	539	3,748	4,287	991
	1892-93 ...	58	349	3,086	3,435	706
	Increase ...	11	190	662	852	285
	Decrease ...	...	...	...	...	...
Unaided Schools	1893-94 ...	25	207	966	1,173	218
	1892-93 ...	20	155	776	931	309
	Increase ...	5	52	190	242	...
	Decrease ...	...	...	...	...	91
Total ...	1893-94 ...	1,785	13,324	72,212	85,536	44,800
	1892-93 ...	1,759	13,108	70,180	83,288	46,147
	Increase ...	26	216	2,032	2,248	...
	Decrease ...	...	...	...	...	1,347
Number of scholars in Primary Schools and Primary Departments of Secondary Schools.	1893-94 ...	...	25,370	96,532	121,902	53,598
	1892-93 ...	...	24,472	92,964	117,436	54,340
	Increase ...	...	898	3,568	4,466	...
	Decrease ...	...	...	...	...	742
Zamíndárí Board Schools included in the above.	1893-94 ...	201	...	6,355	6,355	4,420
	1892-93 ...	202	...	6,360	6,360	4,382
	Increase ...	...	...	...	...	38
	Decrease ...	1	...	5	5	...

Number of schools and scholars.

96. The number of schools rose during the year by 26, and the number of scholars by 2248, giving now 1785 schools, and 85,536 scholars. The increase in both schools and scholars was shared, in pretty fair proportion, by all the classes of schools. The new Aided and Unaided Schools are mostly Vernacular Venture Schools, formerly returned as Indigenous Schools because under Native management, but which, as following the course of studies prescribed by the Department, are properly returned under this section as Public Schools. The gain both in schools and scholars was mostly in the Ráwalpindi Circle, which returns 20 new schools and 1382 scholars. The Delhi Circle gives 3 more schools and 558 scholars; the Deraját Circle, 4 more schools and 541 scholars; and the Jullundur Circle, 2 new schools, but a decline in the scholars. In the Lahore Circle, there was a slight decline again in both respects. The Jullundur Inspector attributes the decline principally to the prevalence of sickness and cattle disease in the Kángra District. There is a fall in the number of agriculturists returned, by 1347; but this is probably due to greater strictness of classification, under the rule that agriculturists are exempt from fees in Vernacular Primary Schools. If the attendance on the Primary Departments of Secondary Schools be added to the above figures, it will be found that the whole number of scholars at the Primary stage of instruction in Public Schools is 121,902. If the number attend-

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ing the Indigenous and other Elementary Schools, that are regularly inspected and examined for grants (*vide* Chapter VIII) be also taken into account, we shall get a total of 147,748 boys receiving a useful elementary education under departmental influence, or 5795 more than last year.

Expenditure.

97. The subjoined statement gives the expenditure from different sources on Primary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1893 94 ...	4 216	2,93,119	35,483	42,726	831	3,76,375
	1892-93 ...	4,347	2,85,908	36,716	40,623	654	3,68,248
	Increase ...	..	7,211	...	2,103	177	8,127
	Decrease ...	131	.	1,233	...	...	...
Aided Schools ...	1893-94 ...	4,108	1,033	1 292	6,580	10,161	23,174
	1892-93 ...	4,423	238	874	5,687	10,665	21,887
	Increase ...	...	795	418	893	.	1,287
	Decrease ...	315	...	...	...	504	...
Unaided Schools	1893 94 ..	...	...	...	2,024	4,467	6,491
	1892-93 ...	...	...	...	1,129	3,390	4,519
	Increase ...	...	...	...	895	1,077	1,972
	Decrease ...	...	...	...	..	...	...
Total ...	1893 94 ...	8,324	2,94,152	36 775	51,330	15,459	4,06,040
	1892-93 ...	8,770	2,86,146	37,590	47,439	14,709	3,94,654
	Increase ...	. .	8,006	...	3,891	750	11,386
	Decrease ...	446	...	815	...	...	...
Scholarships ...	1893-94 ...	...	265	...	...	300	565
	1892-93 ...	...	338	35	...	49	422
	Increase ...	...	...	...	...	251	143
	Decrease ...	...	73	35	...	...	...

There is an increase of Rs. 11,386 on the return of the previous year, giving now a total expenditure of Rs. 4,06,040. The increase was mainly in the Delhi, Jullundur, and Ráwalpindi Circles. In the last, it was mostly due to the increased number of schools; in the other two cases, to increased salaries, and the supply of furniture. As Primary Schools are mostly within the jurisdiction of District Boards, being chiefly Village Schools, the burden of the cost falls largely on District Funds. The decreased charge to Municipal Funds is indicative of an inclination to starve Primary Education in favour of Secondary. Of the total expenditure on this class of schools, 72·4 per cent. is met from District Funds, 12·6 per cent. from Fees, a little over 9 per cent. from Municipal Funds, 3·8 per cent. from Private Sources, and a little more than 2 per cent. from Provincial Revenues. The average annual cost, per scholar, in these schools is about Rs. 4-12, of which five-sixths is met from Public Revenues.

Fees.

98 The income from Fees increased by Rs. 3,891, and is now 12·6 per cent. of the total expenditure, as already remarked, compared with 42 per cent. in the Secondary Schools. More than one-half of the scholars are exempt from fees, being agriculturists; and the rates fixed for this kind of education are very small, namely from *one* to *five* annas a month; so that the prospect of much expansion in this direction is not considerable. In certain backward Districts, lower rates of fees are for the present current; and the policy of the Department is to gradually work up to the normal rates. There is, however, an impression that, even in

some of the exceptionally treated Districts, the rates are too high for the means of the people, and, notably in the Montgomery District, are said to be retarding the progress of education. In this connection, it may be observed that the average fee paid by non-agriculturists in Board Primary Schools is lower than that paid in the corresponding Aided and Unaided Schools. [Chap. IV, B, 99. Primary Schools.

99. Scholarships are not awarded at the Primary stage in Boys' Schools; and the sum of Rs. 565 returned on this account is for certain special objects in particular localities. The amount paid from District Funds was mainly on account of stipends for the encouragement of education in the Kullú Valley, and in behalf of selected Hill boys in the Dera Isma'íl Khán District to enable them to attend schools away from home. The amount paid from Other Sources was on account of stipends in Aided Schools. Scholarships.

100. The following table gives the results of the Primary Examinations for both the Primary Schools proper, and the Primary Departments of Secondary Schools :— Examination results.

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
UPPER PRIMARY EXAMINATION.						
Government and Board Schools	1893-94 ...	8,681	6,449	74·2	1,010	787
	1892-93 ...	8,174	5,954	72·8	742	585
	Increase	507	495	1·4	268	202
	Decrease...	...	..	...	...	...
Aided Schools	1893-94 ..	1,112	667	59·9	406	321
	1892-93 ...	920	615	66·8	366	286
	Increase	192	52	...	40	35
	Decrease ..	...	...	6·9	...	...
Unaided Schools	1893-94 ...	221	130	58·8	47	24
	1892-93 ...	124	80	64·5	20	13
	Increase	97	50	...	27	11
	Decrease...	...	...	5·7	...	...
Total ...	1893-94 ...	10,014	7,246	72·3	1,463	1,132
	1892-93 ...	9,218	6,649	72·1	1,128	884
	Increase	796	597	·2	335	248
	Decrease ..	...	...	...	..	..
LOWER PRIMARY EXAMINATION.						
Government and Board Schools	1893-94 ...	14,562	10,935	75·1	...	...
	1892-93 ..	14,151	10,703	75·6	...	..
	Increase	411	232	...	...	...
	Decrease ..	...	.	·5	...	...
Aided Schools	1893-94 ...	1,536	1,051	68·4	...	...
	1892-93 ...	1,337	959	71·7	...	..
	Increase	199	92	...	...	..
	Decrease...	...	...	3·3	...	...
Unaided Schools...	1893-94 ...	206	136	66·0	...	...
	1892-93 ...	158	95	60·1	...	...
	Increase	48	41	5·9	..	...
	Decrease ..	...	...	...	...	...
Total ...	1893-94 ...	16,304	12,122	74·3	...	...
	1892-93 ...	15,646	11,757	75·1	...	...
	Increase	658	365	...	...	...
	Decrease...	...	...	·8	...	...

* Exclusive of those who took up English only.

Chap. IV, B, 101.

Primary Schools.

Upper Primary Examination.

101. The number of candidates in the Upper Primary Examination was 10,014, of whom 7246 passed, or 72 per cent., which is about the proportion of successes last year. Besides the ordinary candidates, 1463 appeared in English only, of whom 1132 passed, or 77 per cent,. against 78 per cent. last year. The Government and Board Schools, with more than six times the number of candidates in the ordinary examination, did a good deal better than either the Aided or Unaided Schools. The results were highest in the Lahore Circle, and lowest in the Jullundur Circle.

Lower Primary Examination.

102. In the Lower Primary Examination, 16,304 were examined, and 12,122 passed, or 74 per cent., compared with 75 per cent. in the previous year. The results for the Government and Board Schools were again more favourable than for either the Aided or Unaided Schools. The highest percentage was in the Deraját Circle, and the lowest again in the Jullundur Circle, which the Inspector attributes to the application of a stricter standard than usual by a new Examiner. The results are, on the whole, strikingly uniform for both examinations; and the Instructions to Inspecting Officers about to be issued will, it is believed, contribute to even greater uniformity.

Zamíndárí Schools.

103. The statistics of Zamíndárí Schools are included in those of the ordinary Primary Schools; but a special return for these schools is given in the table at the beginning of this section. From this return it will be seen that the number of schools is now 201, or one less than last year, there having been a loss of one school in each of the Delhi and Lahore Circles, with a gain of one in the Jullundur Circle. These schools are distributed over the Circles, thus:—In the Delhi Circle, 61; in the Ráwalpindi Circle, 44; in the Lahore Circle, 41; in the Jullundur Circle, 31; and in the Deraját Circle, 24. The number of scholars also declined a little, and now stands at 6355, of whom 4420, or nearly 70 per cent., are agriculturists. The internal condition of these schools is, on the whole, favourably reported on; and the examination results for the year, with 3296 passes out of an aggregate of 4093 examined, or 80 per cent., is decidedly satisfactory. But the schools do not grow in popularity; and almost everywhere the people ask to have them converted into ordinary Primary Schools. The teaching of Arithmetic and Accounts by native methods has only been partially introduced; and the half-time system, which was supposed to be specially adapted to the circumstances, is rejected by the people. The outlook is, therefore, not hopeful. What was proposed was to provide such an education for the villager as would suit his requirements, and not draw him away from his hereditary calling. But it is a fact, I suppose, that the fields have already too many mouths to feed; that employment beyond them has to be sought for as a means of relief, to say nothing of the natural object of bettering their condition; and hence it is that the people desire the ordinary schools. The Zamíndárí Schools are, indeed, as one Inspector remarks, merely preparatory schools to those of the ordinary type, most of the boys joining the latter after passing the highest standard of the former. It may be that the ordinary Primary School course is so framed as to draw too many away from the plough to the pen; but, should the Zamíndárí Schools fail, it might be possible to remedy this. Meanwhile, the experiment may, I think, have a further trial; and I have asked that the cry against them, on the part of Teachers and District Inspectors, as distinct from the people themselves, should be discouraged. Occasionally I am already obliged by the circumstances to sanction the conversion of a Zamíndárí School into one of the ordinary type.

Chap. IV, B, 104.

Primary Schools. Gurmukhí Classes.

104. In order to meet a desire sometimes expressed, chiefly through the Singh Sabhas, in favour of the introduction of the Punjábí language into the schools, Local Bodies are empowered to establish Branch Schools or Classes for instruction in Gurmukhí, in connection with the ordinary Board Schools, in localities where there is a desire for such instruction. During the year under report, two new classes of this description were opened—one in connection with the Board School at Mudkí in the Ferozepore District, and the other in connection with the Primary Department of the Jubilee High School at Maghiána (Jhang). There are now altogether 22 classes of this nature in the Province—13 in the Jullundur, and 9 in the Lahore Circle. As a rule, the classes are not well attended; and I am not able to say, from the remarks of the two Inspectors who have dealt with the subject, that they meet a real want. The Jullundur Inspector seems to think otherwise. "It will be evident," he says, from the meagre attendance on the classes, "that the study of Gurmukhí in our schools is not in much request, and that the people do not join in the cry of those who wish it to be introduced into all our schools."

SECTION C.—GENERAL QUESTIONS.

Character of the instruction given in the schools.

105. The past year is said to have been one during which much attention was given to improve the methods of instruction employed in the schools. This could hardly have failed to be the case, considering the annual stirring up and hints of the Inspectors and their Assistants, the frequent visits of the District Inspectors to the schools with this object chiefly in view, and the increasing number of trained men in the schools, whose influence, both directly and indirectly, must tend to improvement. And all the Inspectors admit that an advance has taken place. Particularly in the teaching of English, in addressing the intelligences of the scholars, and in the use of the Black Board, is progress said to have been made. But many defects still exist—very serious and very general—which it will take years to remove. The chief defects appear to be (1), in Reading, little attention being paid to this as an art, and the indigenous method being allowed to affect even the trained teacher; (2), in Translating, where composition into the foreign language is not sufficiently nor systematically practised; (3), in Hand-writing, which is too much left to itself, instead of being treated as a subject of the very first importance, requiring careful and intelligent teaching; (4), in History and Geography, which are usually only questioned on, but not taught so as to make the things interesting matter for the understanding rather than merely a weight on the memory; (5), in accuracy and neatness of slate and exercise work. These defects have been pointed out year after year since inspection began; and still they exist, if not so universally, yet very generally, at the present day. Says Lála Súgar Chand, "I have been connected with the Inspectional Staff of this Province, on and off, since 1877; and I am sorry to say that the defects which I had found in other parts of the country in previous years, I found in this Circle when I was in charge of it in 1888, and that the defects which I found here in 1888, I found here last year; and I am afraid it will be long, not only before they are eradicated, but before they are even partially overcome." He attributes this persistence of defects, notwithstanding that they have constantly been dealt with, partly to national circumstances, but mostly to indolence on the part of the teachers, and asks: "Have then Inspecting Officers and Training Institutions been useless? By no means. Without them, the results would have been far worse."

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General Questions.

Suggestions for improvement.

106. Some of the Inspectors suggest remedies for this state of matters, the Ráwalpindi Inspector, and Lála Piyáre Lál, of the Jullundur Circle, very much on the same lines, which may be summarized in—(1), an increased Inspectional Staff, to give more time to instructing, and exemplifying the shortcomings of the teachers; (2), a longer period of training at the Normal Schools; and (3), the abolition of optional subjects, as these are either scamped or neglected. Mr. Lewis, in the Lahore Circle, has adopted a hopeful and readier method. "I am so impressed," he remarks, "with the persistence of many defects, which I have pointed out from time to time, and again and again in my inspection notes of various schools, that, in order to deal with them explicitly and directly, I have collected my notes and arranged them in the form of a Circular, which I am about to issue to Teachers and District Inspectors in this Circle. They will thus have the notes in a handy form for frequent reference and constant guidance; and, as a result, I look forward to great improvement all along the line, and throughout the Circle." My own experience as an Inspector was that it was mainly by making District Inspectors regard it as *their chief duty*—not to repeat in the Log-Books, time after time, the notes and criticisms of the Inspector, which, I observe, is now very much in vogue, but to see that the defects pointed out were actually taken in hand, that the matter could be materially helped. The next visit to the schools after the Inspector's tour should have this object almost exclusively in view; and the inspection should mostly consist of practical directions, and actual exemplification, of how the defects are to be removed.

Conduct and discipline.

107. The reports on the general conduct and demeanour of the scholars are again, in every case, satisfactory. At inspection time, the order, neatness, and respectfulness of the boys leave, generally, little to be desired. Cases occasionally occur in which boys are detected using unfair means to pass the examinations; but these are becoming rarer year by year, and the connivance of the teachers needs now to be but seldom suspected. At other than inspection times, the cleanliness of the boys in some Districts, both in their persons and tongues, is said to want attention; but this is less the case than previously. In most of the Anglo-Vernacular Schools, the discipline maintained is, as a rule, sound and healthful. In the Vernacular Schools, this is naturally less effective than elsewhere; but a closer observance of the hours appointed for the several subjects and the introduction of class drill are having their effect. The Ráwalpindi Inspector notices a rather general want of alacrity in giving effect to orders on the part of the scholars, and some slackness on the part of the teachers in punishing absence without leave. The rapid multiplication of schools of an inferior sort, which show little regard for inter-school proprieties even, also continues to give some anxiety as to discipline; but, on the whole, the influences at work on the manners and characters of the scholars is mostly of a beneficial kind.

Physical training

108. The past year was one of very considerable activity with regard to physical training. More instructors were employed; the prescribed courses both in Drill and Gymnastics were more widely introduced; appliances were more generally supplied; more matches and tournaments were held; and there is said to have been much improvement in both the skill and spirit displayed on the play-ground. A good deal still remains to be done, here and there, especially in the provision of instructors and playgrounds; but the progress of the year may be said to have been, on the whole, marked. Regarding the Delhi Circle, Mr. Harvey

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General Questions.

says: "A very steady improvement has taken place in this direction; and the efficiency in Drill and ordinary Gymnastic exercises in every school, is now more worthy of report than ever." In the Jullundur Circle, the progress made in some Districts, even in the Primary Schools, is said to have been "remarkable." Where special teachers are not employed the monitorial system is followed with success; and the following words, taken from the Inspector's report, are interesting:—"It is satisfactory to see how well little boys often can put their class-fellows through their exercises, and what a keen interest and delight the boys often show in these. I consider that, on the whole, substantial and satisfactory progress is being made in physical instruction." In the Lahore Circle, the advance made, in most respects, is said to have been "encouraging," the Gujránwála, Jhang, and Montgomery Districts, however, remaining a good deal behind the rest. All the Districts in the Ráwalpindi Circle, except those on the frontier, seem to have made very considerable progress during the year, the Siálkot, Gujrát, and Sháhpur Districts taking the lead by a good way; and the plan adopted in these Districts of having an itinerant instructor for each Tahsíl is a good one. The progress made in the Deraját Circle was satisfactory for all the Districts except Bannú, where, however, an itinerant instructor is to be at once employed. The Alexander Belt, in the Lahore Circle, was won by the Gujránwála Mission School; the Maconachie Shield, in the Delhi Circle, by the Hissár team; the Champion Shield of the Ráwalpindi Circle with Mr. Udny's Gold Medal, by the Gujrát Mission School; and the Maconachie Shield, in the Deraját Circle, by the Municipal Board School, Dera Ghází Khán. An annual Tournament has not yet been organized for the Jullundur Circle; whereas, in the other Circles, that event is becoming the most notable of the school-year; and the liberality with which the Local Bodies, and occasionally the public, contribute to this, deserves my warm acknowledgments.

School buildings and accommodation.

109. A few new school buildings were supplied during the year, particularly in the Ferozepore and Hoshárpur Districts; but the serious destruction by floods in many other parts has left the Province, on the whole, worse off in this respect than last year. In a few Districts, the very utmost is done to get the schools suitably housed; in others, little or nothing is done even when want of means is not urged as the reason. And this is how the case stands. In most Districts, there are some schools long and well established without buildings of their own, with little accommodation at all to speak of, and that accommodation held on sufferance; in some Districts, there are many such. The schools are either held in the village chopáls, dharmsálas, lent houses, rented kothries, chhappars, or under trees; and what is wanted is an annual provision in the case of each District, as substantial as may be, to gradually get rid of this unsatisfactory state of matters. In a few Districts, schools seem to have been opened year after year without a thought of buildings; and in these there is a plethora of unhoused institutions, which it is difficult to remove. The suitable but inexpensive housing of schools bears so much on all that is best in education, that, as seems to me, more importance needs to be attached to the subject; and it would, I consider, be well if no Board School were opened without an assured prospect of suitable accommodation. Where more schools have been opened than are likely to have suitable buildings, rented or otherwise, provided for them, it might be an open question whether these should all be maintained, although going back in this, as in other matters, has its dangers. Where suitable buildings have been supplied, there is an ever increasing demand

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for more accommodation; and, where this cannot be met for want of means, a limiting of the numbers seems the proper remedy, which can the more easily be done now seeing that private enterprise would be likely to step in. Occasionally the necessary repairs of school buildings are not well attended to, mostly because of want of system; but, in the majority of cases, there is little to complain of in this respect. It may be mentioned that a series of ground plans of buildings, suitable to all classes and sizes of schools, and admitting of easy extension, has recently been circulated as suggestions to Local Boards, when they have to provide new or increased school accommodation.

Furniture and appliances.

110. The supply of the ordinary articles of school furniture is generally satisfactory. In a few Districts, however, there is a lack of the prescribed books of reference, of the class text-books, and of tát for the seating of the scholars in the Vernacular schools and departments. This tát is a simple strip along the class line, and is necessary in the interests of cleanliness, as well as, in the winter, to keep the boys from the chill of the mud floors. The chief want in the Primary Schools is of Mensuration apparatus, and in the Middle Schools, of appliances for the teaching of Physical Science. Where this is the case, these important subjects are neglected. There is an occasional want of Desks and of suitable arrangements for the teaching of Writing in the Anglo-Vernacular Schools. The recommendation that a few books of a healthy type, suitable for the young, should be supplied to School Libraries, was, I am glad to report, readily and fully complied with, in many quarters.

General progress.

111. From what has been noted above, and in the two previous sections of this Chapter, it may safely be said that the year under report, as far as schools for Native Boys are concerned, was one of substantial progress in most respects. The number both of schools and scholars increased; the character of the instruction given and the examination results were, on the whole, an improvement on those of previous years; the rise in the fees was again marked; the discipline continues to grow better; physical instruction made a distinct stride; and the desire for education has perceptibly increased. In a few Districts, the limit to which Public Funds can go, in advancing public instruction, has perhaps been reached; but this will, it is believed, be largely compensated for by the rise of enterprise schools, and the rapid advance in fees. The occasional withdrawal of Board Schools, where efficient Aided or Unaided Schools have firmly established themselves, may also be anticipated within the not remote future; and this will give relief just where Local Bodies are likely to be most in want of funds to meet new claims for grants.

Teachers' Associations.

112. The Teachers' Association established last year in the Lahore District, under the direction of Mr. Lewis, continues to do well; and arrangements have been made to extend the experiment to the Amritsar, Gurdáspur, and Gujránwála Districts. A similar Association has also recently been started at Ráwalpindi, under the auspices of the Inspector, for the benefit of that Circle. The object of these associations is to keep alive the interest of teachers in their work, by occasionally meeting together to discuss matters bearing on their profession and the cause of education; and it is to be hoped that the movement will meet with the success it deserves. Should it, in any degree, contribute to make teachers reading men in the line of their calling, to a greater extent than at present, it will have done a very useful service to education.

SECTION D.—EDUCATION IN NATIVE STATES.

Chap. IV, D, 113.

Education in Native States.

Number of institutions and scholars.

113. The following table gives a summary of the educational statistics of Native States for the past year, as far as I have been favoured with these :—

		Patiála.	Bahâwalpur.	Jhind.	Kapurthala.	Nábha.	Total.
Arts Colleges		1	1	...	...	...	2
Secondary Public Schools.	Anglo-Vernacular	12	7	3	3	2	27
	Vernacular ...	9	1	1	2	...	13
Primary Public Schools		88	38	10	29	8	173
Special Schools		1	7	...	...	...	8
Scholars in Arts Colleges		71	45	..	...	...	116
Scholars in Secondary Public Schools.	Anglo-Vernacular	2,117	601	308	780	106	3,912
	Vernacular ...	721	21	96	152	...	990
Scholars in Primary Public Schools,		3,403	1,059	339	925	459	6,185
Scholars in Special Schools		10	96	...	...	...	106
Indigenous Schools.	Advanced ...	19	92	1	1	...	113
	Elementary ...	84	358	16	141	4	603
Indigenous Scholars.	Advanced ...	209	755	14	4	...	982
	Elementary ...	1,277	3,774	185	1,726	51	7,013
Scholars in all Colleges and Schools,		7,808	6,351	942	3,587	616	19,304
Scholars learning English		761	345	144	310	224	1,784
Number of boys on the rolls		7,369	5,888	939	3,548	599	18,343
Number of girls on the rolls		439	463	3	39	17	961
Total male population ...		871,467	355,153	155,948	163,373	155,825	1,701,766
Males per scholar in Public Colleges and Schools		138	195	209	88	275	150
Males per scholar in all Schools ...		111	56	166	45	253	88

Two Arts Colleges at Patiála and Bahâwalpur are returned as previously, with 71 and 45 students, respectively, including the Oriental Departments; 40 Secondary Schools—27 Anglo-Vernacular and 13 Vernacular—with 4902 scholars; and 181 Primary and Special Schools, with 6291 scholars; or altogether 11,309 in attendance on Public Institutions, compared with 10,579 last year. The Private Schools are returned as 716 in all, with 7995 scholars, giving a total of 19,304 under instruction (including 961 girls) compared with 18,506 in the previous year.

Examination results.

114. The statement below gives the results of the University Examinations for all the States which contributed candidates :—

		Patiála.	Bahâwalpur.	Jhind.	Kapurthala.	Nábha.	Jammú.	Chamba.	Faridkot.	Máler Kotla.	Nában.	Biláspur.	Total.
Bachelor of Arts ...	Candidates	4	10	...	...	1	...	...	...	...	..	...	15
	Passes	1	3	...	..	...	...	...	...	...	...	...	4
Intermediate ...	Candidates	13	8	...	...	...	2	...	...	...	...	...	23
	Passes	9	4	...	...	...	1	...	...	...	...	...	14
Entrance, Calcutta	Candidates	1	...	...	...	...	1	...	...	...	...	...	2
	Passes	1	...	...	...	...	...	...	...	...	...	...	1
Entrance, Punjab ...	Candidates	24	12	3	22	8	17	...	...	2	10	...	98
	Passes	14	8	1	14	1	11	...	...	1	3	...	53
Anglo-Vernacular Middle School Examination.	Candidates	84	46	20	55	38	42	4	...	18	22	...	329
	Passes	67	38	13	35	31	37	4	...	16	14	...	255
Vernacular Middle School Examination.	Candidates	21	7	4	41	...	11	...	...	..	...	...	84
	Passes	14	5	2	32	...	11	...	...	...	...	...	64

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In the B. A. Examination there were 4 passes out of 15 candidates; 14 out of 23 passed the Intermediate Examination, one candidate from Patiála taking the ninth place on the list; 53 out of 98 passed the Entrance Examination of the Punjab University, and 1 out of 2 that of Calcutta; 255 out of 329 passed the Anglo-Vernacular Middle School Examination, and 64 out of 84, the Vernacular. Except in the Intermediate Examination, these results are more favourable than those of last year.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

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Under the head of Schools for Special Education are included—(1), Training Institutions for Teachers, and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Organization and staff.

115. The Principal's report on the Central Training College, Lahore, is given as Appendix H. This institution is for the training, in the science and practice of *pedagogik*, of Teachers for Anglo-Vernacular Schools, and for the Secondary Departments of Vernacular Schools. It has three classes: a *Senior English Class*, preparing Teachers for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training for Anglo-Vernacular Primary Schools; and a *Vernacular Class*, training for Vernacular Teacherships in Secondary Schools. Mr. Cope was absent on deputation from July 8th to March 26th, during which period Mr. Knowlton officiated as Principal. During the same period, Lála Munshí Lál, M.A., the Assistant Superintendent, was also absent officiating for Mr. Knowlton, and first Pandit Rám Lachhman and afterwards Munshí 'Umr-ud-dín acted in his stead. Lála Jíya Rám, the First Assistant Master and Translator, remained on leave throughout the year; and first Lála Súraj Naráyan and afterwards Munshí Barkat 'Alí, B.A., officiated for him.

Number and distribution of students.

116. The College contained at the close of the year 56 students, against 63 in the previous year, and a normal number of about 76, the decrease being due to a temporary reduction of the stipends on account of the maintenance of double classes for a few months of the year. The Senior English Class had 13 students—2 teachers and 11 stipendiaries, of whom 3 were B.As, and 10 Intermediate passed men. The time will probably soon arrive when, as originally anticipated, all the students of this class should be graduates. The Junior English Class contained 21 students—6 teachers and 15 stipendiaries, all of whom had passed the Entrance Examination. The Vernacular Class had one teacher and 21 stipendiaries, or 22 in all, recruited mostly from the previous pass list of the Normal Schools. The same care as formerly was taken in the selection of the students; but the Principal complains of the Entrance standard as scarcely giving the attainments required for the Junior English Class; and it will probably be necessary to confine the selection to those who do specially well in English.

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Training Institutions for Teachers

Expenditure.

117. The total expenditure for the year was Rs. 24,110, of which Rs. 15,598 was on Establishment and Contingencies, and Rs. 8,512, or a little over one-third of the whole, on Stipends. The return under the former head was less than in the previous year owing to the absence of the Principal; whilst under the latter head it was in excess, as the most had to be made of the Stipends on account of the double class.

Certificate Examinations.

118. Consequent on the change in the termination of the session from July to April, the results of two Examinations for Certificates have to be recorded this year,—those, namely, of July 1893, and of April 1894.

From the Senior English Class, 12 appeared for the Senior Anglo-Vernacular Certificate in 1893, and 8 passed, 3 being in the First Division; whilst in the examination held last April, 11 out of 13 passed, 4 being in the First Division. In the former examination, 6 also passed for the Special Certificate in Mathematics, whilst in the latter 10 passed. The failures in both examinations were chiefly in School Management Besides those from the Central Training College, 19 private candidates appeared in 1893 for the same Certificate and 13 passed, and 16 in 1894, of whom 6 passed. Most of the private candidates were either failures of the previous years or teachers.

From the Junior English Class, 20 candidates went up for the Junior Anglo-Vernacular Certificate in 1893, and 11 passed—6 in the First Division; whilst of 21 candidates in the examination held last April, 14 passed, with only 3 in the First Division. The failures were again chiefly in School Management; in the last examination exclusively so. Of 11 private candidates in the former examination, 4 passed; and in the latter 7 out of 11, but none in the First Division.

From the Vernacular Class, 29 appeared for the Senior Vernacular Certificate in 1893, and 25 passed, 11 being in the First Division; whilst in the examination held in April last, 16 out of 22 passed, only 2 being in the First Division. The failures were mostly in Mathematics in the last examination. Twelve private candidates appeared for this Certificate in the former year, and 5 passed, and 9 in the latter, of whom 4 passed.

Character of results

119. The above results, with an average of 75 per cent. of successes in the Senior Anglo-Vernacular Certificate Examination, 60 per cent. in the Junior, and 80 per cent. in the Senior Vernacular Certificate Examination may be pronounced as satisfactory on the whole; but the evident weakness in School Management on the Anglo-Vernacular side, and in Mathematics on the Vernacular side, calls for attention. The general impression of the examiners is that there is a gradual rise in the proficiency of the students, with room mostly for improvement in the Junior English Class. The course of reading for this class has been somewhat increased; but it is yet of such limited scope as to admit of complete thoroughness, if the most is made of the available time.

Conduct of the students.

120. The behaviour of the students is said to have been uniformly satisfactory. The importance of sending out to the schools not only well-educated but also well-principled teachers is never lost sight of; and it is believed that the influence of the Central Training College in the latter respect is beginning to be felt. Care is especially necessary in these days to guard young teachers from the prevalent race and sect prejudices, which are incompatible with their profession.

Physical Training.

121. The courses prescribed in Physical Training for the Central Training College are taught to the students. The results

were not so satisfactory as might have been desired, chiefly on account of deficiencies in the teachers; but the work is now being done with more system and thoroughness. The Gymnasium attached to the Government College is used also by the students of this institution, separate hours being fixed for each.

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Training Institutions for Teachers.

122. The Boarding House continues to be well managed and supervised; and, as all the students have to be in residence, the importance of the spirit and tone upheld cannot be overrated; and, in both respects, the Principal expresses his satisfaction. Since the close of the year under report, the new Boarding House in the vicinity of the College has been occupied. The building is not yet finished; but, when complete, it will, it is believed, in every way add to the convenience and comfort of the students.

Boarding House.

123. The Model School attached to the Training Institutions in Lahore contained at the end of the year 685 scholars, as compared with 629 last year. The result of Mr. Knowlton's connection with this institution has been all I had anticipated; and it is now not only an excellent practising school, but probably the very best High School for ordinary instruction in the Province. As a practising school, the best evidence of its efficiency is that there were no failures in the Practice of Teaching in the Certificate Examinations. During the year, Mr. Knowlton drew up hints for the guidance of students and teachers in the practising school; and it is believed that good has already resulted therefrom. As an institution for ordinary instruction, the examination results were generally very favourable. The Assistant Inspector of Schools noted shortcomings in the Upper Primary classes; but the results in the University Examinations were excellent. During Mr. Knowlton's absence in the Central Training College, the duties of Head Master were efficiently discharged by Lála Munshí Lál, M. A.

Model School.

II.—NORMAL SCHOOLS.

124. The following table gives the statistics of the Normal Schools for Male Teachers in the Province for the last two years:—

Normal Schools.

General statistics.

			1893-94.	1892-93.	Increase.	Decrease.
Number of Schools			5	5	...	...
Number and Distribution of Scholars at the close of the year.	Government Stipendiaries ...		222	257	...	35
	Non-stipendiary students ...		...	1	...	1
	Total ...		222	258	...	36
	In Ordinary Class	Teachers	95	112	...	17
		Others ...	72	83	...	11
	In Zamíndárí Class, reading—	Urdú ...	35	27	8	...
		Hindí ..	10	14	...	4
		Punjábí...	7	19	...	12
		Pashtú ...	3	3	...	...
			Rs.	Rs.	Rs.	Rs.
Expenditure.	On Establishments and Contingencies.	From Provincial Revenues	17,685	18,346	...	661
		Total ...	17,685	18,346	...	661
	On Stipends...	From Provincial Revenues	20,043	16,512	3,531	...
		From District Funds ...	1,157	...	1,157	...
		From Municipal Funds ...	42	...	42	...
		Total ...	21,242	16,512	4,730	..
	Grand Total ...		38,927	34,858	4,069	...
Results of Examinations.						
Junior Vernacular Examination			109	119	...	10
Zamíndárí Teachership Examination			35	46	...	11

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Training Institutions for Teachers.

Number of schools and students

125. The number of Normal Schools for Male Teachers remains 5, or one in each Inspectional Circle,—at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan. The number of students at the end of the year was 222 only, or 36 fewer than last year, owing mainly to a reduction of the stipends, as in the Central Training College, to admit of double classes from May to July. The falling of the vacation in the middle of the term, according to the new arrangement, also operated injuriously on the attendance, as a number of students, notably in the Ráwalpindi Circle, did not rejoin after the vacation. The Normal Schools prepare teachers for the ordinary Primary Schools in what are called the Junior Vernacular Classes, and for Zamíndárí Schools, in the Zamíndárí Classes. In the former, there were 167 students at the end of the year, and in the latter, 55. The following is the distribution of the two classes of students over the different schools:—

Delhi Normal School ...	Junior Vernacular Classes	34
	Zamíndárí "	10—44
Jullundur " " ...	Junior Vernacular "	35
	Zamíndárí "	10—45
Lahore " " ...	Junior Vernacular "	44
	Zamíndárí "	13—57
Ráwalpindi " " ...	Junior Vernacular "	25
	Zamíndárí "	13—38
Mooltan " " ...	Junior Vernacular "	29
	Zamíndárí "	9—38
	Total ...	222

Expenditure.

126. The total expenditure for the year shows a rise from Rs. 34,858 to Rs. 38,927, or by Rs. 4,069, the increase being wholly in the Stipends, on account of the double classes from May to July. Ordinarily, the expenditure on Establishments exceeds that on Stipends; but this year it is contrariwise, the amounts being Rs. 17,685 and Rs. 21,242, respectively. The amounts paid this year from District and Municipal Funds were on account of the stipends of teachers during the vacation. This claim was made during the past year. It has now, however, been decided that all stipends in Training Institutions are for the ten working months of the year only, that is, they are allowances during the compulsory residence of the students away from their homes.

Certificate Examinations.

127. As in the case of the Central Training College, the results of two examinations have to be recorded this year, owing to the change in the session. In the Junior Vernacular Certificate Examination of July 1893, 194 candidates appeared from the Normal Schools, of whom 119 passed, or 61 per cent.; whilst of 167 candidates in the examination held last April, 109 passed, or 65 per cent. These percentages compare unfavourably with the return for July 1892, and are a good deal below what might be expected from Training Institutions. The failures were mainly in Mathematics and School Management, as well as, to a certain extent, in Geography; and the Schools will have to look to this. Of the results for 1893, those for the Jullundur School were the best, with 31 passes out of 40 candidates, and 7 in the First Division, the Ráwalpindi School being the worst, with

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Training Institutions for Teachers.

13 out of 36 candidates; and only 2 in the First Division. In the examination held last April, the Lahore School contributed 24 passes out of 43 candidates; the Delhi and Jullundur Schools, 23 each out of 34 and 35 candidates, respectively; the Ráwalpindi School, 20 out of 25; and the Mooltan School, 19 out of 30. The order of merit, according to the percentage of passes, is the Ráwalpindi School *first*, with 80 per cent.; the Delhi School *second*, with 67 per cent.; the Jullundur School *third*, with 65 per cent.; the Mooltan School *fourth*, with 63 per cent.; and the Lahore School *fifth*, with 55 per cent. The Delhi School distinguished itself by having ten places in the First Division. Besides the candidates from the Normal Schools, 49 private candidates went up for the examination of 1893, of whom 16 passed, and 64 for the examination of last April, of whom 28 passed.

In the Zamíndárí Certificate Examination of 1893, 46 passed out of 67 from the Normal Schools, the result for the Delhi School, with 12 passes out of 14, and 6 in the First Division, being the best, and that for the Lahore School, with 8 passes out of 17, and none in the First Division, the worst. In the examination held last April, only 35 out of 63 passed, or 56 per cent., which is not a good result. The result for the Delhi School, with 7 passes out of 10, was the best. Then follows the Ráwalpindi School, with 9 out of 15; then the Mooltan School, with 6 out of 11; then the Jullundur School, with 6 out of 12; and last again the Lahore School, with only 7 out of 15. Nine private candidates appeared in the examination of 1893, and only one passed; and 23 in April last, of whom only 4 were successful. The failures were mostly in School Management, which subject wants special attention in all the training institutions.

General remarks.

128. The detailed reports of the Managers of these schools are generally very satisfactory, the comparatively inferior examination results being attributed to the existence of double classes during three months of the year, without any addition to the teaching staff. In the Lahore School, it was in some degree due to frequent changes in the Masters. The discipline, somewhat deficient in the Ráwalpindi School, was otherwise good; the conduct of the students is, in every case, commended; physical training continued to receive careful attention, though a good deal yet remains to be done before complete proficiency is attained; the Boarding Houses are carefully managed and supervised; and, altogether, the general condition of the schools is, without exception, promising. The Principal of the Central Training College inspected all the schools, except that at Mooltan, in the course of the year, and expressed himself generally well pleased with the organization, the methods followed, and the work of the teachers. Students successful in the Certificate Examinations readily find employment; but, in some of the Circles, the number of Zamíndárí stipendiaries has not been kept in proportion to the requirements, nor has the Vernacular taught been that mostly read in the schools, which will now, however, be corrected.

Practical training

129. Each Normal School has a Model School attached to it for actual practice in teaching; and the fact that there were only four failures last year in the *Practice of Teaching*, and but two in the previous examination, is good proof that these schools are used effectively for the purpose intended. The numbers in the Model School classes at Ráwalpindi and Mooltan are not so large as might be wished, owing to the situation of the schools; but it is hoped that a modification of the fee rates will secure the attendance required. Besides teaching by rotation in the Model

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Schools, the students have to give *criticism lessons* before their class-fellows. These lessons are duly prepared, and, on all the points essential to good teaching, have to stand the brunt of criticism, first by selected students, and then by the Head Master. The Head Masters also give *model lessons* before the students, as examples of how lessons should be taught ; and it is reported that the skill shown by the students in class management and teaching is generally creditable. Mr. Knowlton pointed out defects in the method of recording Notes of Lessons and the criticisms of lessons given, and drew up a form to be followed, which is now, I understand, in the hands of all the students.

III.—TRAINING OF FEMALE TEACHERS.

Provision of Female Teachers.

130. As explained in previous reports, the method at present followed for the provision of Female Teachers, is by the award of stipends to girls who have passed the Upper Primary and Middle Standard Examinations, on condition of their going under training for the Junior or Senior Vernacular Certificate Examination. These stipends are tenable in any Middle School, where suitable arrangements exist, to the satisfaction of the Department, for the training of the girls. They receive instruction daily in the subjects prescribed for the Certificate Examinations, and, for practice in teaching, take part, under supervision, in the ordinary school work. The system is identical with that for Pupil Teachers in European Schools. It is found to work fairly well ; though the difficulty remains, that, when the girls have been trained, and earned their Certificates, " they will seldom leave the school in which they have been educated."

Normal Classes and Certificate Examinations.

131. During the past year, Normal Classes, as they are called, were maintained in the Victoria School, Lahore, the Christian Girls' and Municipal Board Schools, Amritsar, the Gujránwála Mission School, and the Clarkabad Orphanage ; and Miss Francis has expressed her satisfaction with both the instructional and practical work in the first three of these. Altogether thirteen stipends were current ; and all the above schools sent up candidates to the last Certificate Examinations. In the Senior Vernacular Certificate Examination, 12 candidates appeared, and 5 passed, against 5 out of 9 last year. The successful candidates belonged to the following institutions :—2 to the Municipal Board School, and 2 to the Christian Girls' School, Amritsar ; and 1 to the Mission School, Gujránwála. *First Grade* Certificates were awarded to the successful candidates ; and *Second Grade* Certificates were awarded, under the rules, to four others who had failed. In the Junior Vernacular Certificate Examination, 3 candidates appeared from the Clarkabad Orphanage, and all failed. A *Second Grade* Certificate was, however, awarded to one of the failed candidates, according to the Code. On the recommendation of the last Educational Conference, passing in School Management and the Art of Teaching has been made a condition for the award of Certificates of the Second Grade.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

Medical School.

132. The Medical School, Lahore, forms a department of the Medical College ; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals, given in Chapter III, para. 79, regarding the Medical College, apply also to the Medical School.

II.—THE VETERINARY SCHOOL.

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Institutions for Technical Instruction.

133. The report of the Principal of the Veterinary School, Lahore, is given as Appendix I.

Principal's report.

Statistics.

134. The number of students at the end of the year was 84, against 89 in the previous year, of whom 49 belonged to the First Class, and 35 to the Second. The number of Scholarships current was 34, leaving 50 non-stipendiary students, which is evidence of the popularity, as well as usefulness, of the institution. In the Final Examination for Certificates as Veterinary Assistants, 35 candidates appeared, and 26 passed, or 74 per cent., against 49 out of 56 last year. In the Junior Examination for promotion from the First to the Second Year Class, 47 out of 49 passed, which is a highly satisfactory result. The total expenditure for the year amounted to Rs. 37,087, of which Rs. 33,694 was due to Establishment and Contingencies, and Rs. 3,393 to Scholarships and Stipends.

Changes.

135. A change was made during the year in the mode of admission to the Veterinary School. Heretofore a special examination for admission was held by the Educational Department; but the Middle School Examination has now been adopted as the standard of attainments required; and the Principal anticipates a better quality of students from the change. The pass standard in the Final Examination was also raised during the year, 40 per cent. in each subject, and 50 per cent. in the aggregate being now required. The Principal repeats his suggestion to extend the course of studies to three years, and has formally submitted a scheme to this effect.

III.—THE LAW SCHOOL.

Statistics.

136. The following statement gives the statistics of the Law School, maintained by the Punjab University, for the last two years:—

		1893-94.	1892-93.
Number of students		169	84
Expenditure.		Rs.	Rs.
Provincial Revenues		2,400	3,126
Fees		4,793	3,669
Other sources		...	919
Total		7,193	7,714
Results of Examinations.			
Preliminary Examination ...	Candidates	32	35
	Passes	25	23
First Certificate "	Candidates	12	8
	Passes	5	5
Licentiate-in-Law "	Candidates	6	7
	Passes	5	4
Intermediate Examination in Law	Candidates	23	14
	Passes	11	3
Bachelor of Law Examination ...	Candidates	4	...
	Passes	4	...

Figures analyzed.

137. The number of students rose during the year from 84 to 169, which is an extraordinary increase, and in accordance with the growing number of Arts students in Lahore. The expenditure for the year was Rs. 7,193, or somewhat less than last year, of which over 66 per cent. was covered by fees, and the remainder by the Government grant. The examination results,

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with an average of 70 per cent. of passes on the Licentiate side, and of nearly 56 per cent. on the Degree side, were satisfactory; and, especially in the Intermediate Examination, an improvement on those of the previous year. The School sent up candidates for the first time to the L. L. B. Examination, and all of them—4 in number—passed, one being placed in the First Division.

IV.—THE MAYO SCHOOL OF ART.

Principal's report.

138. The report of the Principal on the Mayo School of Industrial Art, Lahore, is given as Appendix J.

The Staff.

139. Mr. Andrews continued in charge of the School from the 5th May, the date on which Mr. Kipling retired, to the end of the year, the Vice-Principalship remaining vacant during the period. As practically all the arrangements for the Punjab Exhibition fell upon Mr. Andrews and the staff, it cannot be said that the incompleteness of the establishment was not seriously felt. Mr. Kipling's successor was expected to arrive in October last; but a reference from the Secretary of State regarding a change in the constitution of the Art Schools has put the filling of the appointment in abeyance, for the present.

Number and distribution of students.

140. The number of students at the close of the year was 139, or 20 more than last year, notwithstanding the large number who left for employment during the year. The distribution with regard to stages of instruction was as follows:—

I Division	65
II Division	21
III Division	15
IV Division	15
Engineering Class	23
	139

The students of the First Division all learn Free-hand and Geometrical Drawing, 20 of them also doing Modelling, and Wood-working. An elementary general education is also given to some of them; but, with the growing recruitment from the Industrial Schools, this should soon cease to be necessary. The Second Division students learn Building Drawing from flat copies, Model Drawing, Decorative Drawing in Colours, Elementary Perspective Drawing, Geometrical Drawing, Modelling, and 13 also Wood-working. The Third Division students learn Ornamental Drawing and Design, Light and Shade, Drawing from actual buildings; Perspective, Plane and Solid Geometry, Modelling in Clay and Moulding, and 9 also Wood-working. The students of the Fourth Division learn Applied Designs for Architecture, Decoration, Modelling, Wood-working, with Surveying, Plotting, and Estimating. The students of the Engineering Class learn Building Drawing, and prepare for the First Examination in Engineering of the Punjáb University.

Expenditure and Stipends.

141. The total expenditure for the year was Rs. 16,978, or Rs. 6,082 less than in the previous year, owing to the incompleteness of the staff already explained. Of the total expenditure, Rs. 3,265 was on account of Stipends, or Rs. 457 less than last year. The stipends are contributed mostly from Local Funds; and, at present, 6 are provided by the Gwalior State. At the end of the year, 55 stipends were current, leaving 84 non-stipendiary students, which may be taken as a measure of the popularity of the institution.

Work of the year.

142. The past year was one which, on account of the diminished staff, and demands made from the outside, tried the School to the utmost; yet the work and progress of the classes may

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Institutions for Technical Instruction.

be said to have been satisfactory, on the whole. Outside the ordinary routine of the School, the chief work undertaken was in connection with the Punjab Exhibition. This occupied much of the time of all the Masters and many of the students; and Mr. Andrews testifies to the valuable assistance rendered, and to the cheerful way in which this was done to ensure the success of the undertaking. Much credit is, I consider, due to Mr. Andrews himself for this, and to the whole staff, including Lála Dhanpat Rái, the Clerk of the School, whose efforts are said to have been untiring. The Principal inspected and reported on the Railway Technical School, and the Industrial Schools at Amritsar and Delhi, and conducted the examinations in Drawing of the European Schools during the year. He also assisted me in preparing standards in Drawing for Training Institutions, and for the Middle and High Departments of ordinary schools. From the Engineering Class, 6 students went up to the First Examination in Engineering of the Punjab University, and 2 passed, notwithstanding an admitted deficiency of teaching strength.

Employment of the students.

143. During the year, as many as 43 students left the School, a good many of them after a short period of study, but several of them after a lengthened course. Of those who left, 4 are employed as Teachers in Industrial Schools on salaries from Rs. 30 to Rs. 40 a month; 7 are employed as Draftsmen in various departments of the public service on from Rs. 25 to Rs. 45; 4 as Sub-Overseers on from Rs. 25 to Rs. 40; 1 as a Surveyor in the Public Works Department on Rs. 40; 3 as Woodcarvers and Architects on from Rs. 15 to Rs. 30; 1 as a Tracer in the Public Works Department on Rs. 15; 1 as a Carpet Designer on Rs. 20; 1 has joined the Postal Department on Rs. 15; 6 have returned to their hereditary trades; 3 have joined other schools; and of the remaining 12, 3 were sent away on account of inaptitude, 3 have died, and the occupation of the others is not known. As a rule, the appointments obtained are in lines in which what the young men have learned cannot fail to be of service to them. In some instances, they have a direct bearing on the industries and art-work of the country.

V.—INDUSTRIAL SCHOOLS.

Number of schools and scholars.

144. The number of Industrial Schools returned this year is three, with 422 scholars, against four schools and 519 scholars in the previous year. The following is a detail of the present schools and scholars:—

Railway Technical School, Lahore	275
Municipal Board Industrial School, Amritsar	73
Municipal Board Industrial School, Delhi ...	74
Total ...	422

The Mission Industrial School at Clarkabad in the Lahore District, which was returned under this head last year, has recently been transferred to the list of Aided Indigenous Schools, although it is still industrial in character. At the close of the year, a Technical School on a considerable scale was opened at Ráwalpindi by the Hon'ble Bába Khem Singh, C. I. E., and when I visited it at the end of March, it showed distinct signs of vitality. The Christian Boarding School at Ludhiána continues to be partially industrial, although returned as an ordinary school. Much importance is attached to the matter of Technical and Industrial Education; but it remains significant that the offer of encouragement in this direction in the Punjab by means of grants-in-aid, and the laying down of schemes of study, has met with little response.

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Institutions for Technical Instruction.

Railway Technical School.

Statistics

145. The Railway Technical School, Lahore, contained at the end of the year 275 scholars, of whom 19 were in the Middle, and 256 in the Primary Department. The total is 10 below the return of last year; but, as the lower classes were over-crowded and additional teachers could not be provided, I had to put a limit on the admissions. Only 11 of the scholars are non-artisans; 43 are Hindús, 52 Sikhs, and 180 Muhammadans. The expenditure for the year on Establishment and Contingencies amounted to Rs. 7,151, or Rs 367 more than in the previous year. Thirty-seven John Lawrence Scholarships were current at the end of the year, or an average of 1 in every 8 on the rolls. Fees are levied from the non-artisan pupils.

Examination results.

146. In the subjects of General Knowledge, the results in the examination of the Inspector of Schools were as follows:—Infant Standard, 39 candidates, all of whom passed; Lower Primary Standard, 35 candidates, and all passed; Upper Primary Standard, 16 out of 18 passed, which results are highly satisfactory. In the Technical Subjects, including Drawing and a Handicraft, as tested by the Officiating Principal of the School of Art, 30 out of 36 passed the Infant Standard; 23 out of 40 passed the Lower Primary Standard; and 16 out of 20 passed the Upper Primary Standard. This year, for the first time, the Middle Standard Examination for Industrial Schools was held, and 4 out of 5 candidates from this school passed. The reports of the Inspecting Officers were generally very favourable; and credit is due to the Head Master and his Assistants for another year of successful work.

Employment on leaving school.

147. The Head Master reports that, of 37 who left the school during the year above the Lower Primary Department, 6 have joined the Railway Workshops; 9 have returned to their hereditary handicrafts; 2 have got employment as Press Compositors and 1 as a Pointsman; 9 have joined the Mayo School of Art for further technical instruction; and of the remaining 10, 5 are those who appeared in the recent Middle Standard Examination and are in hopes of being employed in the Railway Workshops, 1 has returned home, 1 has joined an ordinary school, 1 has died, and two are not accounted for.

Amritsar. Industrial School.

148. The number of scholars in the Municipal Board Industrial School, Amritsar, is returned as 73, against 100 last year, of whom 13 belonged to the Upper Primary Department, and 60 to the Lower Primary. Thirty-five others belonged to a Special Class for instruction in Technical Subjects only. In the subjects of General Knowledge, only 1 out of 15 passed the Infant Standard; 12 out of 14 passed the Lower Primary Standard; and 5 out of 7 the Upper Primary. In the Technical Subjects, 16 out of 31 passed by the Infant Standard, 8 out of 17 the Lower Primary, and only 1 out of 4 the Upper Primary. On the General side, the Inspector of Schools recorded again a slight non-conformity with the regulations, and the want of a responsible head; but both defects have, I believe, been remedied since the end of the year, although I am doubtful whether it would not have been better to have selected the Head Master from the General rather than the Technical side. On the Technical side, Mr. Andrews was pleased with the Drawing, but considered the Carpentry and Joinery decidedly defective. Five of the scholars were awarded scholarships on passing the Lower Primary Examination. Of the 21 boys of more than one year's standing, who left the school during the year, 3 have joined the School of Art at Lahore, and 18 are working at their hereditary handicrafts in the city. Mr. Nicholl, to whom the Department is indebted for

ever ready help in educational matters, continues his interest in this school.

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Institutions for Technical Instruction.

Delhi Industrial School.

149. In the Municipal Board Industrial School, Delhi, the number of scholars at the end of the year was 74 compared with 68 last year, of whom 12 were in the Upper Primary Department and 62 in the Lower Primary. In the Inspector of Schools' Examination, of 14 in the Infant Standard, all passed; 7 out of 10 passed the Lower Primary Standard, and both candidates failed by the Upper Primary. The condition of the school, on this side, is improving; but much remains to be done. In Technical Subjects, candidates were presented by the Lower Primary Standard only, all of whom, 6 in number, passed. In Drawing, the work is said to be, on the whole, fair, but with some deficiency in Geometry. The Carpentry is also fair; but Mr. Andrews again points out that the work is done on too small a scale. Lála Kanhya Lál, a retired Educational Officer, manages this school for the Municipal Committee; and, under such supervision, and in a trade and art centre like Delhi, there should be little doubt about the success of such a school. The Inspector thinks that an opening is likely to be found for the boys in Mr. Tellery's workshops.

Chapter VI, 150.

Female Education (Natives).

FEMALE SCHOOLS.

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		High Schools.			Middle Schools.			Total of Secondary Schools.			Primary Schools.	Grand Total Secondary and Primary Schools.	Number of	
		Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.			Girls learning English.	Scholarships.
Number of	Board Schools ... 1893-94	...	...	...	...	5	5	...	5	5	202	207	...	...
	1892-93	...	...	...	...	2	2	...	2	2	194	196	...	...
	Increase	...	...	...	...	3	3	...	3	3	8	11	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided Schools ... 1893-94	2	...	2	3	2	5	5	2	7	110	117	...	...
	1892-93	2	...	2	3	2	5	5	2	7	123	130	...	...
	Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	13	13	...	...
	Unaided Schools ... 1893-94	...	...	...	...	...	...	...	...	...	6	6	...	...
	1892-93	...	...	...	...	...	...	...	...	...	5	5	...	...
	Increase	...	...	...	...	...	...	...	...	...	1	1	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars in	High Stage ... 1893-94	14	...	14	...	...	...	14	...	14	...	14	14	...
	1892-93	16	...	16	...	...	...	16	...	16	...	16	16	...
	Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
	Decrease	2	...	2	...	...	...	2	...	2	...	2	2	...
	Middle Stage... 1893-94	41	...	41	28	85	113	69	85	154	...	154	65	75
	1892-93	40	...	40	26	55	81	66	55	121	...	121	65	56
	Increase	1	...	1	2	30	32	3	30	33	...	33	...	19
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Secondary Stage 1893-94	55	...	55	28	85	113	83	85	168	...	168	79	75
	1892-93	56	...	56	26	55	81	82	55	137	...	137	81	56
	Increase	...	...	...	2	30	32	1	30	31	...	31	...	19
	Decrease	1	...	1	...	...	...	...	...	...	...	...	2	...
	Upper Primary Stage 1893-94	30	...	30	32	193	225	62	193	255	616	871	60	617
	1892-93	30	...	30	35	134	169	65	134	199	658	857	59	622
	Increase	...	...	...	...	59	56	...	59	56	...	14	1	...
	Decrease	...	...	...	3	...	...	3	...	...	42	...	...	5
	Lower Primary Stage 1893-94	68	...	68	122	380	502	190	380	570	10,059	10,629	99	3
	1892-93	53	...	53	110	288	398	163	288	451	9,678	10,129	71	...
	Increase	15	...	15	12	92	104	27	92	119	381	500	28	3
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Primary Stage 1893-94	98	...	98	154	573	727	252	573	825	10,675	11,500	159	620
	1892-93	83	...	83	145	422	567	228	422	650	10,336	10,986	130	622
	Increase	15	...	15	9	151	160	24	151	175	339	514	29	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	2
	Grand Total ... 1893-94	153	...	153	182	658	840	335	658	993	10,675	11,668	238	695
	1892-93	139	...	139	171	477	648	310	477	787	10,336	11,123	211	678
	Increase	14	...	14	11	181	192	25	181	206	339	545	27	17
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Number of schools and scholars ...	150—151	Scholarships	158
Secondary Schools	152	Examination results	159—160
Primary Schools	153	Needle work	161
Distribution of the schools by Circles	154	Domestic Economy	162
Distribution of the schools by Districts	155	Discipline	163
Expenditure	156	Moral and religious teaching ...	164
Fees	157	Progress and prospects	165

Statistical table.

150. The table on the opposite page compares the number of Public Schools for Native Girls, and the number of scholars attending them at the various stages of instruction for the last two years.

Number of schools and scholars.

151. The number of schools of all kinds is 330, or one less than last year, 207 of these being Board Schools, 117 Aided Schools, and 6 Unaided Schools. There was a decrease of 13 in the Aided Schools, and a rise of 11 and 1 in the Board and Unaided Schools, respectively. Whilst the schools were fewer, the number of scholars rose from 11,123 to 11,668, or by 545, the increase being mostly at the lowest stage. If the number in attendance on Private Schools, including the number in Zanána Classes, or 14,031, be added, we get only 25,699 girls under school instruction of any kind, or not more than 1·7 per cent. of the girls of a school-going age.

Secondary Schools.

152. The number of Secondary Schools now returned is 12, or 3 more than last year, three Municipal Board Schools—one at Gujránwála, and two at Siálkot (one for Hindús and one for Muhammadans)—having been raised to the Middle grade. Of the 12 schools, 2 are of the High and 10 of the Middle grade. The two High Schools are the Alexandra School at Amritsar, and the Lady Dufferin School at Lahore, both Anglo-Vernacular Boarding Schools for Native Christian children. Of the 10 Middle Schools, 3 are Anglo-Vernacular, namely, the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Boarding School at Amritsar, and 7 Vernacular,—the Victoria School, in connection with the Punjab Association, at Lahore, the Municipal Board School at Amritsar, the American Mission School at Gujránwála, the District Board School at Gujarwál in the Ludhiána District, and the three new schools already referred to. The number in attendance on the High School classes is only 14, or 2 fewer than last year. In the Middle classes, there is a rise from 121 to 154, chiefly in the Vernacular Schools. Altogether, there are now 168 girls at the Secondary stage of instruction, or 31 more than last year, of whom 79 learn English.

Primary Schools.

153. The number of Primary Schools is 318, or 4 fewer than last year. The fall was wholly in the Aided Schools, mostly in the Lahore Circle; but the Inspectress speaks of several new schools applying for grants, which are likely to be added to the next year's returns. The number of scholars in attendance on the Primary Schools, and the Primary Classes of the Secondary Schools, is 11,500, or 514 more than last year, the rise being chiefly in the Jullundur, Ráwalpindi, and Deraját Circles. There is but a slight increase in the number attending the Upper Primary Classes, namely, from 857 to 871, which shows how slow

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the growth upwards is. The whole 318 Primary Schools are thus classified: Board Schools 202, Aided Schools 110, and Unaided Schools 6.

Distribution of the schools by Circles.

154. The distribution of the schools of all kinds over the Inspectional Circles is important, as serving to show the degrees in which Female Education is taking root in different parts of the Province. The Delhi Circle has now 43 schools (2 Middle and 41 Primary) with 1266 scholars; the Jullundur Circle has 72 schools (1 Middle and 71 Primary) with 2269 scholars; the Lahore Circle has 114 schools (2 High, 5 Middle, and 107 Primary) with 4682 scholars; the Ráwalpindi Circle has 89 schools (2 Middle and 87 Primary) with 3009 scholars; and the Deraját Circle has 10 schools (all Primary) with 142 scholars. The Lahore Circle takes the lead both in schools and scholars; then follows, at a distance, the Ráwalpindi Circle; then the Jullundur Circle; then the Delhi Circle; and last the Deraját Circle. It is mainly, as Miss Francis again remarks, among the more enterprising people of the Punjab proper, that Female Education seems to make any real progress; but it is difficult to explain why, within this region, there should be marked success in such places as Amritsar, Gujránwála, and Siálkot, with as distinct failure in Gurdáspur, Ferozepore, and Gujrát.

Distribution of the schools by Districts.

155. The following table gives the attendance on schools of all grades in each District. A column for Zanána Classes is also added, as the teaching of these is mostly carried on by European ladies; and it may here be explained that this return is now given for the whole Province for the first time:—

No.	Districts	Number of Girls in				Total
		High Schools.	Middle Schools.	Primary Schools.	Zanána Classes.	
1	Hissár ...	...	...	74	26	100
2	Rohtak ...	...	...	155	...	155
3	Gurgáon ...	...	...	228	103	331
4	Delhi ...	...	119	358	333	810
5	Karnál ...	...	...	66	63	129
6	Umballa ...	...	...	201	14	215
7	Simla ...	...	...	65	...	65
8	Kángra ...	...	...	343	...	343
9	Hoshiárpur ...	...	...	303	...	303
10	Jullundur ...	...	...	950	59	1,009
11	Ludhiána ...	...	43	483	121	647
12	Ferozepore ...	...	...	147	18	165
13	Jhang ...	...	...	298	...	298
14	Montgomery ...	...	...	39	...	39
15	Lahore ...	95	227	976	61	1,359
16	Amritsar ...	58	165	1,647	226	2,096
17	Gurdáspur ...	...	...	279	...	279
18	Gujránwála ...	...	164	734	139	1,037
19	Siálkot ...	...	122	966	10	1,098
20	Gujrát ...	...	...	136	59	195
21	Sháhpur ...	...	...	459	...	459
22	Jhelum ...	...	...	522	...	522
23	Ráwalpindi ...	...	...	718	...	718
24	Hazára ...	...	...	...	...	...
25	Pesháwar ...	...	...	86	34	120
26	Kohát ...	...	...	...	...	...
27	Mooltan ...	...	...	80	26	106
28	Bannú ...	...	...	...	...	...
29	Dera Isma'íl Kháu ...	...	...	261	...	261
30	Dera Ghází Kháu ...	...	...	59	8	67
31	Muzaffargarh ...	...	...	42	...	42
	Total ...	153	840	10,675	1,300	12,968

Three Districts are blank instead of four last year, the Dera Ghází Khán District having made a beginning in this direction during the year, with one Board School, and 59 scholars. The Districts still without Girls' Schools are those of Hazára, Kohát, and Bannú, which are naturally slow in taking to the new idea of educating their girls. As many as eight Districts are still at the absolutely initial stage in this respect; seven other Districts have less than three hundred scholars each; and it is only in the six Districts of Amritsar, Lahore, Siálkot, Jullundur, Gujránwála, and Ráwalpindi that Female Education may be said to have gained anything like a firm footing.

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156. The statement on the following page gives the expenditure on Schools for Native Girls of all grades, and also on the Scholarships current in those schools, for the past year. The total expenditure on the schools was Rs. 1,21,793, or Rs. 7,398 more than last year. The rise was Rs. 5,075 in Board Schools, on account of the greater number of these; it was Rs. 3,342 in the Aided Secondary Schools, mostly on the Anglo-Vernacular side; and there was a fall of Rs. 1,019 in the Unaided Schools. Of the total expenditure, about 64 per cent. was met from Public Funds—Provincial Revenues contributing 22 per cent., District Funds 16 per cent., and Municipal Funds 26 per cent.—and the remainder from Private Sources. The expenditure from Provincial Revenues is due to grants earned under the Code; and that from District and Municipal Funds, chiefly to the maintenance of the 207 Board Schools. The average cost, per scholar, in all the schools, is about Rs. 10-14. In the Secondary Schools it is about Rs. 21-14; in the Primary Schools, about Rs. 7-8.

Expenditure.

157. The income from Fees was only Rs. 1,767, or Rs. 81 less than last year. Fees are levied mostly in the Anglo-Vernacular Schools; and the decline which has taken place in this respect within the last few years is probably owing to the growing competition between those schools, none of them being very much dependent on the fees. No fees have yet been levied in the Board Schools; and there are probably no places in which this could yet be safely done; but it is noticeable that both the Aided and Unaided Primary Schools show an increasing return in this behalf.

Fees.

158. Small scholarships are awarded to girls who pass the Lower and Upper Primary Examinations from Vernacular Schools, up to a certain limit, to induce their parents to keep them a little longer at school; and there can be no doubt that this has had the desired effect, although it has added somewhat to the artificiality of the attendance in the higher classes. At the end of the year, 695 of these scholarships were current, or 17 more than last year, the increase being wholly in the Middle classes. As there are 1039 scholars in the departments in which these scholarships are tenable, the proportion of scholarships to pupils is about 2 to 3. The expenditure on these scholarships for the year was Rs. 16,728, or Rs. 427 more than in the previous year. The small items returned against Local Funds are irregular.

Scholarships.

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Female Education (Natives).

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

		Board.				Aided.				Unaided.				Total.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
In Secondary Schools. Anglo-Vernacular.	Provincial Revenues ...	...	...	...	...	6,066	4,576	1,490	...	...	...	..	...	6,066	4,576	1,490	...
	District Funds...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal Funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Fees ...	...	...	...	...	1,343	1,480	...	137	...	...	..	...	1,343	1,480	...	137
	Other Sources ...	...	...	...	...	16,434	14,927	1,507	...	...	...	..	...	16,434	14,927	1,507	...
	Total ...	...	...	...	...	23,843	20,983	2,860	...	...	...	..	...	23,843	20,983	2,860	...
In Secondary Schools. Vernacular.	Provincial Revenues ...	491	150	341	...	9,376	9,248	128	...	...	...	.	...	9,867	9,398	469	..
	District Funds...	429	367	62	...	...	...	...	...	...	...	...	...	429	367	62	..
	Municipal Funds	8,104	6,563	1,541	...	875	702	173	...	...	...	...	...	8,979	7,265	1,714	.
	Fees	...	...	...	...	47	62	...	15	...	...	..	...	47	62		15
	Other Sources ...	...	...	...	...	1,726	1,175	551	...	...	...	..	...	1,726	1,175	551	...
	Total ...	9,024	7,080	1,944	...	12,024	11,187	837	...	...	...	.	...	21,048	18,267	2,781	...
In Primary Schools.	Provincial Revenues ...	2,894	3,244	...	350	7,625	7,508	117	...	...	...	..	...	10,519	10,752	...	233
	District Funds...	18,017	15,591	2,426	...	1,148	1,036	112	...	...	...	.	...	19,165	16,627	2,538	...
	Municipal Funds	20,728	19,906	822	...	2,381	1,972	409	...	...	...	..	...	23,109	21,878	1,231	...
	Fees	...	...	...	...	147	106	41	...	230	200	30	...	377	306	71	...
	Other Sources ...	248	15	233	...	21,590	22,624	...	1,034	1,894	2,943	..	1,049	23,732	25,582	...	1,850
	Total ...	41,887	38,756	3,131	...	32,891	33,246	..	355	2,124	3,143	...	1,019	76,902	75,145	1,757	...
Total Secondary and Primary Schools.	Provincial Revenues ...	3,385	3,394	...	9	23,067	21,332	1,735	...	...	...	.	...	26,452	24,726	1,726	...
	District Funds...	18,446	15,958	2,488	...	1,148	1,036	112	...	...	...	.	...	19,594	16,994	2,600	...
	Municipal Funds	28,832	26,469	2,363	...	3,256	2,674	582	...	...	...	.	...	32,088	29,143	2,945	...
	Fees	...	...	...	...	1,537	1,648	...	111	230	200	30	...	1,767	1,848	...	81
	Other Sources ...	248	15	233	...	39,750	38,726	1,024	...	1,894	2,943	...	1,049	41,892	41,684	208	...
	Total ...	50,911	45,836	5,075	...	68,758	65,416	3,342	...	2,124	3,143	..	1,019	1,21,793	1,14,395	7,398	...
		In Secondary Schools.				In Primary Schools.											
Scholarships.	Provincial Revenues ...	6,456	5,337	1,119	...	9,926	10,839	...	913	...	...	...	...	16,382	16,176	206	...
	District Funds ...	47	...	47	...	...	...	...	...	...	...	..	...	47	...	47	...
	Municipal Funds	146	48	98	...	...	3	...	3	...	...	.	...	146	51	95	...
	Other Sources ...	69	50	19	...	84	24	60	...	...	...	..	...	153	74	79	...
	Total ...	6,718	5,435	1,283	...	10,010	10,866	...	856	...	...	...	...	16,728	16,301	427	...

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Female Education (Natives).

Results in Secondary Examinations.

159. The following table compares the Examination results of the Secondary Departments of these schools for the last two years :—

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools ...	1893-94 ...	3	2	66·6	3	1	33·3	11	9	81·8
	1892-93 ...	4	2	50·0	4	3	75·0	9	8	88·9
	Increase ...	..	...	16·6	.	.	...	2	1	...
	Decrease ..	1	..	..	1	2	41·7	.	..	7·1
Total Anglo-Vernacular Examination.	1893-94 ...	3	2	66·6	3	1	33·3	11	9	81·8
	1892-93 ...	4	2	50·0	4	3	75·0	9	8	88·9
	Increase ..	...	...	16·6	...	..	...	2	1	...
	Decrease ...	1	...		1	2	41·7	...	...	7·1
Vernacular Examination.										
Board Schools ...	1893-94 ...	...	...	...	...	...	...	10	8	80·0
	1892-93 ...	...	...	...	...	...	...	5	3	60·0
	Increase ...	...	...	..	...	...	...	5	5	20·0
	Decrease ...	...	...	...	...	...	...	...	...	...
Aided Schools ...	1893-94 ...	...	...	...	...	...	...	8	8	100·0
	1892-93 ...	...	...	...	...	...	...	13	11	84·6
	Increase ...	...	...	...	...	...	...	...	...	15·4
	Decrease ...	...	...	...	...	..	...	5	3	...
Total Vernacular Examination.	1893-94 ...	...	...	...	...	...	...	18	16	88·8
	1892-93 ..	..	...	...	...	...	...	18	14	77·8
	Increase ...	...	...	...	...	...	...	...	2	11·0
	Decrease ...	...	...	...	...	...	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1893-94 ...	3	2	66·6	3	1	33·3	29	25	86·2
	1892-93 ...	4	2	50·0	4	3	75·0	27	22	81·5
	Increase ...	...	...	...	...	...	..	2	3	4·7
	Decrease ...	1	...	16·6	1	2	41·7	...	...	...

In the Entrance Examination of the Punjab University, 2 out of 3 candidates passed from the Alexandra School, Amritsar. Eleven appeared in the Calcutta Entrance—5 from the Alexandra School and 6 from the Lady Dufferin School—and only 2 from the former school passed. For the Middle School Examination, 3 candidates went up from the Lady Dufferin School, and 1 passed. In the Middle Standard Examination, 29 candidates appeared, and 25 passed, or 86 per cent., against 22 out of 27 last year, the schools that did best being the Alexandra School, and the Christian Girls' School, Amritsar. The passes in the Entrance and Middle School Examinations were Christian girls; in the Middle Standard Examination, 12 were Christians, 7 Muhammadans, and 6 Hindús. Better results would, I believe, be achieved, if the schools were to prepare for one Entrance and one Middle Examination only.

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Female Education (Natives).

Results in Primary Examinations.

160. The statement below gives the results for the last two years of the Upper and Lower Primary Examinations:—

		Number of candidates	Number passed.	Percentage of passes on number of candidates.
UPPER PRIMARY EXAMINATION.				
Board Schools	1893-94	196	132	67 3
	1892 93	222	144	64·9
	Increase	..		2 4
	Decrease	26	12	..
Aided Schools	1893 94	155	102	65 8
	1892-93	123	74	60 2
	Increase	32	28	5 6
	Decrease	.	.	
Total	1893-94	351	234	66 6
	1892-93	345	218	63 2
	Increase	6	16	3 4
	Decrease		..	..
LOWER PRIMARY EXAMINATION.				
Board Schools	1893-94	648	387	59 7
	1892-93	597	289	48 4
	Increase	51	98	11 3
	Decrease	...		
Aided Schools	1893-94	400	241	60 2
	1892-93	353	194	55 0
	Increase	47	47	5 2
	Decrease		...	..
Total	1893-94	1,048	628	59 9
	1892-93	950	483	50·8
	Increase	98	145	9 1
	Decrease	.		

In the Upper Primary Examination, there were altogether 351 candidates, of whom 234, or 66 per cent., passed, compared with 218 out of 345 last year. Of the successes, the Board Schools contributed 132, and the Aided Schools, 102. In the Lower Primary Examination, out of 1048 candidates, 628 passed, or 59 per cent., compared with 483 out of 950 last year. The Board Schools contributed 387 of the passes, and the Aided Schools 241, the percentage of successes being about equal. These results are favourable enough; but the standard of efficiency in all but a few schools is still comparatively low. "The failures," says Miss Francis, "nearly all point to unintelligent teaching. Arithmetic is well done, if questions exactly on the usual lines are set; but the easiest problems are found a difficulty even by advanced scholars. In Reading, the children are frequently unable to explain what they read, and obviously do not understand it. Geography and History are too often mere memory subjects, and the children repeat glibly lists of towns and dates without any knowledge of what they really mean."

Needlework

161. Increasing attention is being paid to the important subject of Needlework in Girls' Schools; but it is only here and there that it is yet taught systematically, chiefly, as the Inspectress remarks, because of the want of efficient teachers. This is especially the case in the outlying Board Schools; and it will take a good while to remove the defect. The new courses, however, are being adopted where possible; and this essential of a girl's education will now gradually come to have the place it ought in our schools. In the Delhi Circle, little is yet done in this way, except in the Aided Schools. Regarding the Jullundur Circle, the Inspector reports progress especially in the Kángra District, and remarks that "the subject, though introduced in most of the schools, has been taught

satisfactorily in only a few." In the Lahore Circle, the subject is taught more efficiently in the Amritsar Schools than anywhere else in the Province, though not in the City Branch Schools. A few schools in the Jhang, Gurdáspur, and Gujránwála Districts seem also to have advanced in this direction; but elsewhere little or nothing is done. The Ráwalpindi Inspector speaks of an increased provision for the teaching of Needlework in the Sháhpur District. In the Ráwalpindi, Jhelum, and Gujrát Districts, although there is yet no systematic provision for the teaching of the subject, "wherever the teacher is a female and knows *Kashída*, or the male teacher has a wife proficient in this kind of work, the girls are given instruction in it to a greater or less extent." In the Deraját Circle, the subject is receiving attention in accordance with the means available.

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162. Beyond the teaching of the Sughar Bíví, or Good House Mother, a book mainly on elementary Physiology and Hygiene, to the Middle School classes, nothing is done out of the Boarding Schools in the way of instruction in practical housewifery. As has been said before, however, the teaching of cooking and house-keeping to her daughters is regarded as an indispensable duty of the mother: and there are few houses, it is said, in which this obligation is not well discharged. The Text-Book Committee has still in hand the preparation of a Reader on Simple Household Duties for Primary Schools.

Domestic Economy.

163. The behaviour of the girls is, as usual, favourably reported on. They are gentle and docile, and want only training and influence to produce the best results. In the schools for Christian girls and those supervised by European ladies, the discipline is, as a rule, good; but in the majority of schools, where the teachers are old men or inefficient women, the reverse is, I am afraid, very much the case. On this Miss Francis remarks: "There is a great want of regularity and order, the teachers themselves not practising these qualities, or understanding their value. Nor is there any prompt obedience to orders. Much has been said concerning moral text-books. I think it is very desirable that the Readers should contain more moral teaching in the form of stories; but a far more important influence is the example of the teachers. It cannot fail to have the worst effect on the children, if they see their teachers idle and irregular when not under supervision, and endeavouring to deceive the Inspecting Officer when possible, as is very often the case." Until fitter instruments are forthcoming, it is vain to look for the higher fruits of instruction.

Discipline and conduct.

164. The Lahore Inspector again refers to the matter, which has been much considered, of moral and religious teaching in Girls' Schools. "Our Primary Schools, being quite secular, are blamed for this defect. We teach books full of dog and cat stories, but not the *Qurán*, nor *Japjí*, nor the *Gíta*;" and Mr. Lewis continues: "I am convinced that, if arrangements were made for religious and moral teaching in Girls' Schools, female education would advance more rapidly. As a rule, the Board Schools are attended by one class exclusively. The scholars are either Muhammadans, or Hindús, or Sikhs. There is, therefore, no risk in trying the experiment. In the Code, there is provision made for this; but it has remained a dead letter up to this time." The regulation in the Code is that, if the parents desire it, and the means are provided, Local Bodies may, under arrangements agreeable to all sections of the community, direct or permit religious instruction to be given within the premises of a Board School out of school hours; and this is plain enough. The difficulty is

Moral and religious teaching.

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Female Education (Natives).

as to the real desire of the people; and it is my experience that there is less unanimity of feeling in this respect, even within the same class, than is supposed. There is besides the practical difficulty—not known in England—of who is to teach, and what is to be taught; and the ineffectiveness of the rule was not unforeseen. The advantage of it is this, that it leaves the matter in the hands of the people themselves.

Progress and prospects.

165. Gauged by the increased numbers, and the somewhat improved examination results, with more done in the way of introducing Needlework into the schools, the past year may be said to have been one of some progress. But the state of female education in the Province is still very backward; and both on account of the indifference of the people, and the difficulty of procuring efficient teachers, the outlook cannot be said to be promising. Hopeful signs there are, here and there, such as the Gurmukhí Class maintained at Kohát in connection with the Municipal Board School, where fifteen girls read along with the boys; but with most of the girls leaving at the Lower Primary stage, little can be expected in the near future. Speaking of the Victoria School, Lahore, which is the only school which attracts, in any numbers, the daughters of the educated classes, the Inspectress remarks: "It is disappointing to find that in spite of every advantage and a well qualified staff, the higher classes remain almost stationary in this school. The Hindú girls especially are almost all taken away to be married before they reach this stage." In this connection, Mr. Madan Gopál, Honorary Secretary of the Punjab Association, has suggested the organizing of *Home Classes* for purdah women; and a hope is expressed that the Association will make a trial of this ere long. The educated classes might have been expected to lead the way in this matter; but it can hardly be said to be so. "As an instance of this," says Miss Francis, "I found that the daughter of an Inspector of Schools was being taken away from school at the age of eleven to be married. In many cases, family influence is too strong; in others, though there may be a wish for education, there is an objection to the school system." On the whole, in the present state of Native Society, as one of the Inspectors puts it, the progress of female education must be slow; and we have but to do the best we can in the circumstances.

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EDUCATION OF EUROPEANS.

Statistical table.

166. The table on the next page gives the number of European Schools in the Province at the end of the year, and the number and distribution of the scholars attending them, together with the corresponding figures for the previous year.

Number of schools and scholars.

167. The number of Public Schools is one less than last year, or 33,—13 being for boys, and 20 for girls. The decrease was on the girls' side. The number of Private Schools is given as 6,—3 for boys and 3 for girls, and this return is more complete than last year; but, as remarked by the Inspector, it is still likely that there are other small schools not yet included. Of the 33 Public Schools, 4 continue under Government management, namely, the Lawrence Asylums at Sanáwar and Murree; 28 are Aided Schools; and one, recently opened at Jhelum, is an Unaided School. The number of scholars in Public Schools is 2056, or 13 less than last year. In Private Schools, the attendance is given as 109, or 78 more than in the last return. In both Public and Private Schools, the total return is 2165, of whom 960 are boys, and 1205 girls. I am not yet able to explain with certainty the considerable preponderance of girls; but, as stated in last year's report, this is most likely due to the fact that more girls than boys are drawn from beyond the Province to our Hill Schools.

Grades of schools and stages of instruction.

168. There are now 9 High Schools in the Province against 8 last year, the Ayrcliff School at Simla having been raised a grade; and, of the remaining 24 Public Schools, 18 are Middle, and 6 Primary Schools. The number of scholars in the Secondary classes of Public Schools is 654, of whom 127 are at the High stage of instruction, and 527 at the Middle stage. As was to be expected, the number of boys at the High stage is a good deal more than the girls. At the Primary stage, there are 1402 scholars, of whom 560 are boys and 842 girls. The stages of progress in the Private Schools are not required in the returns, and are, consequently, not recorded.

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NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Number of Schools	Sanáwar Asylum	1	1	...	...	1	1	...	..	2	2	...	...
	Murree Asylum	1	1	..	...	1	1	...	...	2	2	...	...
	Aided — High	2	2	...	...	3	2	1	...	5	4	1	...
	Aided — Middle	7	6	1	...	11	14	...	3	18	20	...	2
	Aided — Primary	2	3	...	1	3	3	...	...	5	6	...	1
	Aided — Total ...	11	11	...	...	17	19	...	2	28	30	...	2
	Unaided ... — Primary	...	...	...	...	1	...	1	...	1	...	1	...
	Unaided ... — Total ...	...	...	...	...	1	...	1	...	1	...	1	...
	Total Public Schools ...	13	13	...	...	20	21	...	1	33	34	...	1
	Private Schools	3	1	2	...	3	1	2	...	6	2	4	...
	Total Public and Private Schools	16	14	2	...	23	22	1	...	39	36	3	..
Number of Scholars in	Sanáwar Asylum	280	279	1	...	220	226	...	6	500	505	...	5
	Murree Asylum	94	99	...	5	80	77	3	...	174	176	...	2
	Aided Schools — High	191	199	...	8	147	110	37	.	338	309	29	...
	Aided Schools — Middle	262	210	52	...	608	698	...	90	870	908	...	38
	Aided Schools — Primary . .	75	93	...	18	86	78	8	...	161	171	...	10
	Aided Schools — Total ...	528	502	26	...	841	886	..	45	1,369	1,388	...	19
	Unaided Schools. — Primary	...	...	..	...	13	...	13	...	13	...	13	...
	Unaided Schools. — Total ...	...	...	...	...	13	...	13	...	13	...	13	...
	Total Public Schools ...	902	880	22	...	1,154	1,189	...	35	2,056	2,069	...	13
	Private Schools...	58	21	37	...	51	10	41	...	109	31	78	...
	Total Public and Private Schools	960	901	59	...	1,205	1,199	6	.	2,165	2,100	65	...
Scholars in Public Schools in	High Stage	85	85	...	...	42	34	8	...	127	119	8	...
	Middle Stage	257	222	35	...	270	260	10	...	527	482	45	...
	Total Secondary Stage	342	307	35	...	312	294	18	.	654	601	53	..
	Upper Primary Stage	230	242	...	12	350	311	39	...	580	553	27	...
	Lower Primary Stage	330	331	...	1	492	584	...	92	822	915	...	93
	Total Primary Stage	560	573	...	13	842	895	...	53	1,402	1,468	...	66
	Total Secondary and Primary Stages	902	880	22	...	1,154	1,189	...	35	2,056	2,069	...	13

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Expenditure

169. The statement on the next page gives the total direct expenditure from different sources for the year, together with the number of scholarships current in the schools, and the amount spent thereon, which is reckoned as indirect expenditure. The total direct expenditure amounted to Rs. 1,69,380, or much the same as last year, of which Rs. 75,284 was contributed by Government, Rs. 62,242 from Fees, and Rs. 31,854 from the School Funds. Omitting the amount debited to the Military Asylums, or Rs 35,691, the total expenditure on the ordinary schools will be found to have been Rs. 1,33,689, *forty-five* per cent. of which was met from Fees, *thirty-one* per cent. by Government, and *twenty-four* per cent. from the School Funds. The average cost of educating a scholar in the Government Schools was about Rs. 53-12 per annum; in the Aided Schools, it was Rs. 108-6.

Fees.

170. The income from Fees is returned at Rs. 62,242, or Rs. 1,496 less than last year. The fall was mainly in the Middle and Primary Schools, with a large compensating increase in the High Schools. The average annual fee in Aided Schools is about Rs. 44; in High Schools, it is Rs. 99.

Scholarships.

171. Thirty-nine Government Scholarships were current at the end of the year, being four more than last year, 24 being held in the Boys' Schools, and 15 in the Girls'. Three other scholarships were also current, making 42 scholarships in all, or an average of one in about every 15 of the scholars in the classes in which scholarships are tenable. The annual Scholarship Examination was held, as usual, in December, when the Bishop Cotton, Auckland House, and Christ Church Schools, Simla, and the Sanáwar Asylum, chiefly distinguished themselves. The first place in the examination for High School Scholarships was taken by the Christ Church School for Boys, and for Middle School Scholarships, by the Bishop Cotton School. The total expenditure on Scholarships for the year was Rs. 2,209, or Rs. 144 less than last year. The Government contribution was Rs. 2,029. These scholarships, it is believed, continue to exercise a very useful influence on the schools.

Examination results.

172. The table on page 85 gives the results of the University Entrance Examination and of the various Departmental Standard Examinations for the past year. In the Entrance Examination of the Calcutta University, 10 out of 16 passed, or 62 per cent., against 13 out of the same number of candidates last year. All the candidates belonged to the Bishop Cotton School, Simla, two being placed in the First Division. In the Final Standard Examination (equivalent to the Entrance), 21 out of 33 passed, or 63 per cent., compared with only 7 out of 23 in the previous year. The result for the boys was 16 passes out of 18, or 88 per cent.; for the girls, it was only 5 out of 15, or 33 per cent. Nine passed in the First Division, of whom only one was a girl. In the Middle Standard Examination, 36 out of 51 passed, or 70 per cent., the result for the girls being slightly more favourable than for the boys. In the Primary Standard Examination, 87 passed out of 134, or 64 per cent., the result for the boys being again much better than for the girls. The remaining returns given in the table are the results of the Inspector's annual examination of the schools. By the Seventh Standard, 97 out of 124 passed, or 78 per cent.; by the Fourth Standard, 172 out of 273, or 63 per cent.; and by the Second Standard, 179 out of 282, or 63 per cent. also. In the first two cases, the results were a good deal more favourable for the boys than for the girls; and, in the last, they were the same for both. Speaking of the work of the schools generally, the Inspector remarks that there is

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STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools				Total			
		1893 94	1892 93	Increase	Decrease.	1893 94	1892 93	Increase	Decrease	1893 94.	1892 93.	Increase	Decrease
		Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.
Establishment and Contingencies.													
Sanáwar Asylum	Imperial Revenues	14 320	14,562	.	242	6 983	7,439		456	21 303	22,001	..	698
	Fees ..	1,333	1,426		93	666	713		47	1,999	2,139	.	140
	Total	15,653	15,988	..	335	7,649	8,152	.	503	23 302	24,140	.	838
Murree Asylum.	Provincial Revenues	7 022	6,921	101		5 367	4,871	496	.	12 389	11,792	597	.
	Total ..	7,022	6,921	101	..	5,367	4,871	496		12,389	11,792	597	
Aided High Schools.	Provincial Revenues	9 164	8,251	913	..	5 612	3,511	2 101	..	14,776	11 762	3,014	...
	Fees ..	18,213	20,109		1,896	15 274	8,944	6,330	.	33 487	29,053	4 434	..
	Other Sources .	4 192	807	3,385	..	6,236	7,940	.	1,704	10,428	8,747	1,681	...
	Total ..	31,569	29,167	2 402	.	27,122	20,395	6,727	..	58,691	49,562	9,129	
Aided Middle Schools.	Provincial Revenues	7,498	7,798		300	16 408	20,219	..	3,811	23 906	28,017	...	4,111
	Fees .	7,308	7,066	242	.	16 468	22,258	.	5,790	23 776	29,324	.	5,548
	Other Sources	9 026	4,923	4 103	..	8,448	10,195	..	1,747	17,474	15,118	2 356	.
	Total .	23 832	19,787	4,045		41,324	52,672	.	11,348	65 156	72,459	.	7,303
Aided Primary Schools	Provincial Revenues	1 314	1,514		200	1 596	1,747	..	151	2,910	3,261	..	351
	Fees . .	865	1,224		359	2 043	1,998	45	.	2 908	3,222	.	314
	Other Sources .	1 592	2,728	...	1 136	2 312	1,688	624	..	3 904	4,416	...	512
	Total .	3 771	5,466	.	1,695	5 951	5,433	518	.	9,722	10,899	...	1,177
Total Aided Schools	Provincial Revenues	17 976	17,562	41		23 616	25,477		1,861	41 592	43,040		1,448
	Fees .	26 386	28,399		2,013	33 785	33,200	585		60 171	61,599		1,428
	Other Sources ..	14 810	8,458	6 352		16 996	19,823		2,827	31 806	28,281	3,525	..
	Total ..	59 172	54,420	4 752	.	74,397	78,500	.	4,103	1 33 569	1,32,920	649	.
Unaided Primary Schools	Fees . ..	..	..	..	...	72		72		72	.	72	
	Other Sources .		.	..		48	.	48	.	48	.	48	
	Total	.	..	..		120		120	.	120		120	..
Total Unaided Schools	Fees .. .	..	...		..	72	.	72	..	72	..	72	...
	Other Sources ..			...	..	48	.	48		48		48	
	Total .					120		120		120		120	.
Total Public Schools.	Imperial Revenues	14 320	14,562		242	6 983	7,439		456	21,303	22,001	...	698
	Provincial Revenues	24 998	24,484	514		28 983	30 348		1,365	53 981	54,832	...	851
	Fees ...	27,719	29,825		2,106	34 523	33,913	610		62 242	63,738		1,496
	Other Sources	14 810	8,458	6 352		17,044	19,823	...	2,779	31,854	28,281	3 573	...
	Total	81 847	77,329	4,518	.	87,533	91,523		3,990	1,69 380	1,68,852	528	
Scholarships													
Number of Government Scholarships ...		24	20	4	...	15	15		.	39	35	4	.
Number of other Scholarships ...		2	6	..	4	1	..	1	..	3	6	.	3
Expenditure from	Provincial Revenues	1 307	894	413		722	994	...	272	2 029	1 888	141	.
	Other Sources ..	130	465	..	335	50	...	50	.	180	465		285
	Total ...	1,437	1,359	78	...	772	994	.	222	2,209	2,353	...	144

RESULTS OF EXAMINATIONS.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Entrance Examination—Boys ...			16	16	...	...	10	13	...	3	62·5	81·2	...	18·7
Final Standard Examination	Boys		18	10	8	...	16	6	10	...	88·8	60·0	28·8	...
	Girls		15	13	2	...	5	1	4	...	33·3	7·6	25·7	...
Scholarship Examinations. Middle Standard Examination.	Boys	Sanáwar Asylum	10	6	4	...	7	4	3	...	70·0	66·7	3·3	...
		Murree Asylum	2	6	...	4	1	3	...	2	50·0	50·0	...	...
		Aided Schools ...	16	15	1	...	11	11	...	...	68·7	73·3	...	4·6
		Total ...	28	27	1	...	19	18	1	...	67·8	66·7	1·1	...
	Girls	Sanáwar Asylum	6	6	...	...	5	6	...	1	83·3	100·0	...	16·7
		Murree Asylum	3	...	3	...	...	...	...	...	..	...	...	...
		Aided Schools ...	14	16	...	2	12	14	...	2	85·7	87·5	...	1·8
		Total ...	23	22	1	...	17	20	...	3	73·9	90·9	...	17·0
Primary Standard Examination.	Boys	Sanáwar Asylum	12	...	12	...	12	...	12	...	100·0	..	100·0	...
		Murree Asylum	9	9	...	...	9	9	...	...	100·0	100·0	...	...
		Aided Schools ...	42	32	10	...	28	25	3	...	66·6	78·1	...	11·5
		Total ...	63	41	22	...	49	34	15	...	77·7	82·9	...	5·2
	Girls	Sanáwar Asylum	15	...	15	..	13	...	13	...	86·6	...	86·6	...
		Murree Asylum	10	1	9	...	6	1	5	...	60·0	100·0	...	40·0
		Aided Schools ...	46	29	17	...	19	17	2	...	41·3	58·6	...	17·3
		Total ...	71	30	41	...	38	18	20	...	53·5	60·0	...	6·5
Standard VII.	Boys	Sanáwar Asylum	15	7	8	..	15	4	11	...	100·0	57·1	42·9	...
		Murree Asylum	3	26	...	23	3	22	..	19	100·0	84·6	15·4	...
		Aided Schools ...	39	42	...	3	32	31	1	...	82·0	73·8	8·2	...
		Total ...	57	75	...	18	50	57	...	7	87·7	76·0	11·7	..
	Girls	Sanáwar Asylum	16	10	6	...	8	5	3	...	50·0	50·0	..	...
		Murree Asylum	7	6	1	...	7	5	2	...	100·0	83·3	16·7	...
		Aided Schools ..	44	40	4	...	32	35	...	3	72·7	87·5	..	14·8
		Total ...	67	56	11	...	47	45	2	...	70·1	80·4	...	10·3
Standard IV.	Boys	Sanáwar Asylum	35	32	3	...	26	18	8	...	74·2	56·2	18·0	...
		Murree Asylum	14	14	..	.	11	11	...	...	78·5	78·6	..	·1
		Aided Schools ...	71	66	5	...	48	37	11	..	67·6	56·0	11·6	..
		Total ...	120	112	8	...	85	66	19	...	70·8	58·9	11·9	...
	Girls	Sanáwar Asylum	26	19	7	...	12	13	..	1	46·1	68·4	...	22·3
		Murree Asylum	19	11	8	...	12	5	7	..	63·1	45·5	17·6	...
		Aided Schools ...	108	94	14	...	63	61	2	...	58·3	64·9	...	6·6
		Total ...	153	124	29	...	87	79	8	...	56·8	63·7	...	6·9
Standard II.	Boys	Sanáwar Asylum	38	38	...	...	35	30	5	...	92·1	78·9	13·2	...
		Murree Asylum	14	10	4	...	4	6	...	2	28·5	60·0	...	31·5
		Aided Schools ...	63	61	2	...	34	25	9	...	53·9	40·0	13·9	...
		Total ...	115	109	6	...	73	61	12	...	63·4	56·0	7·4	...
	Girls	Sanáwar Asylum	46	43	3	...	30	33	...	3	65·2	76·7	...	11·5
		Murree Asylum	11	13	...	2	7	7	...	...	63·6	53·8	9·8	...
		Aided Schools ...	110	115	...	5	69	62	7	...	62·7	53·9	8·8	...
		Total ...	167	171	...	4	106	102	4	...	63·4	59·5	3·9	...

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continued improvement in the Boys' Schools, and that the girls maintain, on the whole, a higher standard of success than the boys.

Boarding arrangements.

173. Most of the schools are Boarding as well as Day Schools; and the arrangements for the health, comfort, and supervision of the boarders are, as a rule, very satisfactory. In some of the Hill Schools they are about all that could be desired. "All Boarding Schools," Mr. Lewis observes, "are regularly inspected by the local Civil Surgeons as well as by the Inspector of Schools. As a rule, now, there remain only slight defects to which it is necessary to call attention from year to year; and the arrangements made may be pronounced to be generally excellent as regards cleanliness and comfort, while sanitary requirements are readily attended to." In the Lawrence Asylums, and the Mayo Industrial School, Simla, Domestic and Industrial training receive the attention they deserve; and there seems to be more and more an inclination to give effect to the system of 'self-help' in other schools. The want of a Boys' Boarding School in the hills for the children of civilian parents able to pay only small fees, and for the wards of charitable societies, continues to be much felt.

Discipline and conduct.

174. The discipline of the schools seems to be well maintained, and the tone to be generally good. The Inspector refers again to "a tendency here and there to copy when under examination, a fault which it is difficult to eradicate, although it is visited both on the delinquent and the school." It is a fault which demands the serious attention of the teachers. The moral instruction of the children receives everywhere due attention.

General progress.

175. In numbers there was a slight rise, and the examination results were, on the whole, a decided improvement on those of the previous year; but the remarks of the Inspector will best represent the kind and degree of the progress that is being made. "My experience," he says, "convinces me that there is a genuine desire to overcome the defects, and make up the deficiencies noted by the Inspector in his annual reports. The schools are thus easily led in the path of progress, which the Inspector marks out for them; and, without requiring an impossible amount of improvement all at once, he has it well within his power to effect very favourably the standard of attainment in the schools. There has been, during the last three years, a sensible approximation to the degree of thoroughness which I have set up as a standard. The fact is but a testimony to the general fitness of the teachers for their work; and, as a general rule, I find them well chosen for efficiency and moral power; while, in some important cases, there is an added enthusiasm, which is particularly pleasing to notice and to record." The Pupil Teacher system, referred to in a previous report, has not yet been adopted in more than three schools, in which, however, it has proved a distinct success.

Lawrence Asylum, Sanáwar.

176. The special report of the Inspector of European Schools on the Lawrence Military Asylum, Sanáwar, which was submitted to Government in September last, was, on the whole, very favourable. At the end of the year, there were 500 on the rolls—280 boys, and 220 girls—or five less than last year. The work of the Infant Department suffered somewhat from want of room owing to the building operations going on, and from a provisional change in the organization of that department; but its appearance was yet, on the whole, satisfactory. In the higher departments, pains had been taken to remove the defects pointed out in the previous year; and the Inspector noticed marked improvement. In the Middle Standard Examination, 7 out of 10 passed on the Boys' side, and 5 out of 6 on the Girls'; and in the

Primary Standard Examination, all the 12 candidates passed on the Boys' side, and 13 out of 15 on the Girls'. The success of this institution in the competition for scholarships has already been referred to. The conduct of the children was excellent. Much attention is given to the industrial, domestic, and physical training of the children; and the musical drill of the girls is a sight worth seeing. The health report for the year was highly satisfactory. The new barracks were all occupied shortly after the close of the official year; and it is believed that the excellent accommodation now available will affect favourably the Asylum all round.

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177. The number on the rolls of the Lawrence Memorial Asylum, Murree, at the end of the year, was 174 (94 boys, and 80 girls), or two less than last year. The Inspector was more satisfied with the instructional condition of the classes than in the previous year. The too rapid promotion of the boys in the higher classes, to which attention was drawn last year, had not been repeated, with the result of improved examination returns. The handwriting of the boys and the needlework of the girls are again highly commended. In the Final Standard Examination, 4 out of 6 boys passed, and 1 out of 4 girls. In the Middle Standard Examination, 3 boys and 2 girls were candidates, of whom only 1 boy passed; but in the Primary Standard Examination, all the 9 boy candidates passed, and 6 out of 10 girls. Drawing was added to the curriculum during the year; and the carpenter's workshop for the boys has been re-opened. The boys are drilled as volunteers; and the domestic training of the girls extends to every household duty. The health of the children appears to have been very good; and the organization, discipline, and management of the institution continue highly satisfactory.

Lawrence Asylum, Murree.

178. The Inspector, by addressing the Managers of Private Schools direct, which is plainly the right method to follow in such a case, was able to obtain returns from a few known schools which were refused last year. The figures in the table at the beginning of this Chapter, with 6 Private Schools and 109 scholars, are, therefore, more complete than those in the last report. There are still, however, other small schools of this class, in Simla and elsewhere, the statistics of which have not yet been obtained; and Mr. Lewis hopes, by putting more generally into practice the plan adopted this year, to secure practically full returns in the future. These Private Schools are generally for the children of parents of good social position, and meet an important and yearly increasing want.

Private Schools.

SECTION B.—MUHAMMADAN EDUCATION.

179. The table on the next page gives the number of Muhammadans attending the various educational institutions in the Province at the end of the year. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Comparative table.

180. The total number of Muhammadans under instruction rose during the year from 127,352 to 131,764, or by a little more than the decline last year. On the side of the males, there was a rise in the Public Schools of 1669, and in the Private Schools of 1854, or of 3523 in all. On the side of the females, there was a slight fall of 50 in the Public Schools, with a rise in the Private Schools of 939, making an increase, on the whole, of 889. About one-half of the total rise was in the Ráwalpindi Circle, about one-fourth in the Deraját Circle, and about one-eighth in the Lahore Circle. The number of Muhammadan boys in attendance on schools of all kinds is 12·37 per cent. of the number of a school-going age, compared with 15·26 per cent.

Numbers and comparisons.

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Muhammadan Education.

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDÚS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindús.				Sikhs.			
	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	130	105	25	...	569	409	160	..	68	59	9	...
Oriental College	41	40	1	...	24	21	3	...	8	11	...	3
Medical College	35	25	10	...	130	104	26	...	11	14	...	3
In Secondary Stage. Anglo-Vernacular	2,803	2,783	20	...	6,059	5,800	259	...	925	1,013	...	88
In Secondary Stage. Vernacular ...	1,334	1,364	...	30	2,247	2,163	84	...	580	563	17	..
In Primary Stage	49,001	47,325	1,676	...	60,083	57,335	2,748	...	12,277	12,193	84	..
In Training Schools	99	124	...	25	153	178	...	25	25	19	6	...
In School of Art	65	59	6	...	32	21	11	...	41	38	3	...
In Law School	22	15	7	...	130	62	68	...	15	7	8	...
In Medical School	84	68	16	...	158	137	21	...	40	30	10	...
In Industrial Schools	243	277	...	34	85	84	1	...	94	105	...	11
In Other Special Schools ...	64	67	...	3	13	12	1	...	7	10	...	3
Total Public Institutions ...	53,921	52,252	1,669	...	69,683	66,326	3,357	...	14,091	14,062	29	...
Scholars at Private Schools ...	61,317	59,463	1,854	...	26,481	25,118	1,363	..	5,425	5,770	...	345
Total Scholars at Institutions of all kinds	115,238	111,715	3,523	...	96,164	91,444	4,720	...	19,516	19,832	...	316
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	·30	·30	...	...	96	·92	·04	...	·78	·86	...	·08
Scholars attending Public Institutions	5·78	5·61	·17	..	11·05	10·53	·52	...	11·98	11·96	·02	...
Scholars attending Institutions of all kinds	12·37	11·99	·38	...	15·26	14·51	·75	...	16·60	16·87	...	·27
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	2	4	...	2	2	1	1	...	...	...	...	...
In Secondary Stage. Vernacular ...	39	32	7	...	36	25	11	...	9	11	...	2
In Primary Stage	4,257	4,312	...	55	5,071	4,677	394	...	1,662	1,522	140	...
Total Public Schools ...	4,298	4,348	...	50	5,109	4,703	406	...	1,671	1,533	138	...
Scholars at Private Schools ...	12,228	11,289	939	...	1,480	883	597	...	215	150	65	...
Total Scholars at Institutions of all kinds	16,526	15,637	889	.	6,589	5,586	1,003	...	1,886	1,683	203	...
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·52	·53	...	·1	·96	·88	·08	...	1·83	1·69	·14	...
Scholars attending Schools of all kinds	2·03	1·92	·11	...	1·24	1·05	·19	...	2·07	1·85	·22	...

in the case of Hindús, and 16·6 per cent. in the case of Sikhs. In schools for girls, the percentage is 2·03 for Muhammadans, 1·24 for Hindús, and 2·07 for Sikhs. Taking attendance on Public Schools as the most reliable test of educational progress, it will be found that whilst not more than 1 in 17 Muhammadan boys attend school, and 1 in 192 girls, the corresponding proportion for Hindús is 1 in 9 for boys, and 1 in 104 for girls, and for Sikhs, 1 in less than 9 for boys, and 1 in 54 for girls. Though an advance is gradually being made, the Muhammadan community is still a good way behind in the race, in this respect.

Chap. VII, B, 181. Muhammadan Education

181. That the progress made is of the best kind will be seen from the following facts. In the ordinary Primary Schools there was an increase during the year of 1676 Muhammadan pupils. There was but a slight rise in the Secondary Schools on the Anglo-Vernacular side; but, in the Arts Colleges, and the Medical College and School, there was a marked advance. In the last M. A. Examination, 3 of the successful candidates were Muhammadans, one of whom took the highest place in English. In the B. A. Examination, 18 Muhammadans passed with two of the first six places, against 12 last year; and of the five who were successful in the B. O. L. Examination, two were Muhammadans. In the Intermediate (Arts) Examination, 32 Muhammadans passed, compared with 22 last year; and of the three Intermediate (Oriental) passes, one was a Muhammadan, bracketed with another first.

Evidence of progress.

182. Of the Jubilee Scholarships founded in 1887 for the special encouragement of Muhammadan Education, 209 were current at the end of the year—11 in Primary Schools, 123 in Middle Schools, 58 in High Schools, and 17 in Colleges,—in all 12 more than last year. The schools for the special benefit of Muhammadan children remain as last year, with the addition of one opened in Gujránwála under the auspices of the Anjuman-i-Himáyat-i-Islám. In Delhi, the Anglo-Arabic School, maintained on the income of the Itmád-ud-daula Fund, continues to be one of the best of its kind in the Province. The Shurfá-i-Hind School, also in Delhi, and supported by Sháhzáda Suraya Jah, though no fees are charged, cannot be said to be prospering. The Haqqání Schools in Ludhiána—one of the Middle and another of the Primary grade—are doing fairly well. In the Lahore Circle, the Islámiya Schools at Amritsar and Lahore, to the latter of which a College is now attached, continue to prosper; and the new Primary School at Gujránwála had opened with about 90 scholars. In the Ráwalpindi Circle, there are six schools of this kind—three in Pesháwar, one at Abbottábád, one in the city of Gujrát, and one at Jalálpur Jattán in the Gujrát District. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán appear to have improved during the year.

Special encouragement.

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

183. The Aitchison College, for the education of the Native Chiefs and gentry of the Province, continues to supply a manifest want. That it does not yet attract all for whom it was intended, is owing, I believe, mainly to the novelty of the idea of a Public School, and to circumstances which specially attach youths in this country to their homes. But it is steadily coming into favour with all acquainted with its management, and able to appreciate its aims.

Aitchison College.

184. The number on the rolls fell during the year from 78 to 71, owing chiefly to the occurrence of an incident, which

Number of scholars.

Chap. VII, C, 185. Education of Native Chiefs, &c.

had to be sharply dealt with. Of this number, 6 attended the Lahore Government College—4 in the Intermediate and 2 in the B. A. Classes; and of the remainder, 14 belonged to the High Department, 21 to the Middle, and 30 to the Primary. The fall was mostly in the Middle Department.

Condition of the classes.

185. The Inspector of Schools reported, on the whole, favourably of the classes. Arithmetic was weak in the Middle Department, and English Grammar and Euclid in the High; but, otherwise, the appearance was satisfactory. The results of the various examinations were very good. One student appeared in the Intermediate Examination, and passed. For the Entrance Examination, 7 went up, and all passed in the Second Division. Seven also appeared in the Middle School Examination, and all passed. In the Upper Primary Examination, 7 passed out of 9; and, in the Lower Primary, all the five candidates passed. There was no Infant Class; but the lower parts of such an institution are naturally the most difficult to recruit. The supervision and physical training of the boys are all that could be desired; and the Governor speaks in praise of their good conduct.

Sons of gentlemen of rank.

186. The progress of education in India is, as has often been remarked, not a filtration downwards, but a slow growth upwards; and, in the Punjab, the degree to which the gentlemen of rank are gradually taking to education becomes more and more apparent every year. In the Delhi Circle, of 27 boys of family rank, and of a school-going age, 9 attend the Aitchison College, 8 attend the ordinary Schools, 7 are being educated privately, and 3 receive no instruction. The Rohtak and Hissár Districts return no youths of this class. The Jullundur Circle gives 113 boys of high rank, and fit for school, of whom 11 attend the Aitchison College, 74 are reading in Public Schools, 23 are under private tuition, one attends a Sanskrit School, and 4 have finished their education at the Upper Primary Standard. The above include the sons of the Jágírdár Rájas of Kángra, of the Sodhís and Bedís of Anandpur, Buttar, and Una, of the members of the ex-Royal Family of Kábul, and the Sardárs of Malaudh, Bír, Kathgarh, Mukeríán, &c. The Lahore Circle returns 86 boys of this class, of whom 16 were already in the Aitchison College, and one was about to join, 3 were in Arts Colleges, 2 in the Medical College, 61 at the ordinary Public Schools, and 3 under private instruction. In the Ráwalpindi Circle, 152 only are this year returned, owing to a stricter interpretation of the meaning of "gentlemen of rank," of whom 6 attend the Aitchison College, 107 sons of Nawábs, Sardárs, Maliks, Díwáns, and Kháns attend the ordinary Schools, 2 read in Indigenous Schools, 17 are under private tuition, and 20 seem to receive no education. The Deraját Circle returns 150 sons of gentlemen of position fit for school, of whom 3 read in the Aitchison College, 108 attend the ordinary Public Schools, 7 are at Private Institutions, 21 receive private instruction, and 11 are in receipt of no education. Out of a total of 528, only 34, or a little over 6 per cent., are said to receive no instruction, which, if correct, is a very satisfactory state of things.

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special schools for low castes.

187. Special schools exist for the education of low-caste children in the Delhi, Lahore, and Ráwalpindi Circles only; but, as observed in previous reports, no child of any caste is debarred from attending the ordinary Public Schools. Occasionally, Inspectors are asked to say whether a Sweeper or Mazhabí boy should be excluded from a school; but the principle of all schools, supported from Public Fund, being free to all is

strictly maintained. Such boys are not allowed to sit on the same bench or carpet with those of the higher castes; but they still frequently attend, sometimes taking a good place; and it is not unusual now to find both Hindú and Musalmán boys attending the special schools for this class of the people regardless of caste. The Jullundur Inspector records the case of a Rámdásia boy having passed the last Middle School Examination in the Vernacular.

Chap. VII, D, 188.

Education of Low Castes, &c.

188. The schools of this class in the Delhi Circle are those maintained by the Baptist and S. P. G. Missions. There are now 33 schools, with 692 scholars, against 17 schools and 383 scholars last year. Of the schools, 23 are in the Delhi city and district; 5 are in the Gurgáon District, 3 in the Kharar Tahsíl of the Umballa District, and 2 in Simla, most of which were examined for grants on the terms of Indigenous Schools. Facilities are still afforded in the Sháhjahánpur School, Gurgáon District, for the education of *Mína* boys, in the shape of a capitation grant to the teachers and small rewards to the boys; but the number of these boys in the school is declining.

Baptist and S. P. G. Mission Schools.

189. In the Lahore Circle, there are 42 schools of this class, attended by 551 scholars, against 32 schools and 365 scholars last year. Five of the schools are in the Amritsar District, with 141 scholars; nine, including two schools for girls, are in the Gurdáspur District, with 121 scholars; and 28 schools in the Gujránwála District, with 289 scholars. Most of these schools are in receipt of grants under the rules for Indigenous Schools. They are maintained by the Church Mission and American Mission Societies.

Schools in the Amritsar, Gurdáspur, and Gujránwála Districts.

190. In the Ráwalpindi Circle, the schools of this class are chiefly in the Siálkot District. The school at Saráí Pakka in the Ráwalpindi District, established for the sake of Mazhabí children, still exists; but the number of such children has declined. In the Siálkot District, there are 20 of these schools, with 453 scholars, compared with 22 schools and 480 scholars last year. One is a Secondary School, namely, the Christian Training Institute at Siálkot, with 104 scholars. It sent up 12 candidates to the last Middle School Examination, of whom 10 passed. It is, at present, returned as a Vernacular School. The remaining 19 schools, including 3 specially for Sánsí boys, were all examined for grants under the Indigenous School rules. These schools are all supported by Missionary Societies,—12 by the Nárowál Branch of the Church Mission Society, 6 by the American United Presbyterian Mission, and 2 by the Scotch Mission. The Inspector reports that 178 low-caste children attend other elementary schools in the Siálkot District.

Schools in the Siálkot and Ráwalpindi Districts.

Chapter VIII, 191
Private Schools.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.		Paras.
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Statistics	192	Analysis of the figures	195
Analysis of the returns	193	Importance of these schools	196

Definition and classification.

191. Schools which do not conform to any of the departmental standards are classed as *Private Schools.* These are chiefly Indigenous Schools, conducted according to Native methods; but they also include an increasing number of Elementary Vernacular Schools established for low-caste children, and what are called Venture Schools, opened by private persons, partly to meet the increasing demand for education, but mostly as a means of earning a living. The Indigenous Schools are either Advanced Schools, in which instruction is given in one or more of the Oriental Classical Languages; Elementary Schools, in which the instruction is mainly confined to a Vernacular Language or the Native method of Accounts; and Schools which teach religious books by rote, including, in the Punjab, chiefly Qurán Schools. The Department offers grants to all Private Schools, on easy terms, for attainments in any one of the more useful Elementary Subjects.

Number of schools and scholars.

192. The following table gives the number of Private Schools of different kinds for Native children in the Province, and the number attending them for the last two years. The return of Private Schools for European children is given in the previous Chapter:—

		Number of Schools.				Number of Scholars.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Arabic and Persian Schools ...		466	555	...	89	6,224	6,012	212	...
Sanskrit Schools		119	105	14	...	1,733	1,665	68	...
Mahájaní Schools ...	For Boys ...	272	288	...	16	9,064	8,775	289	...
	For Girls ...	1	...	1	...	9	...	9	...
Indigenous Vernacular Schools.	For Boys ...	1,178	1,171	7	...	23,788	24,932	...	1,144
	For Girls ...	58	54	4	...	1,045	953	92	...
Schools teaching religious books by rote.	For Boys ...	3,410	3,341	69	...	40,711	38,374	2,337	...
	For Girls ...	933	949	...	16	11,440	10,727	713	...
Other Schools ...	For Boys ...	412	350	62	...	13,567	12,108	1,459	...
	For Girls ...	28	21	7	..	1,537	827	710	...
Total ...	For Boys ...	5,857	5,810	47	...	95,087	91,866	3,221	...
	For Girls ...	1,020	1,024	..	4	14,031	12,507	1,524	...
Grand Total for Boys and Girls ...		6,877	6,834	43	...	109,118	104,373	4,745	...

Analysis of the returns.

193. There is a rise of 43 in the number of schools and of 4745 in the number of scholars. There was a fall of 89 in the number of Arabic and Persian Schools, and of 16 each in Mahájaní and Rote Schools; but this decline did not affect the attendance. The number in attendance on the Indigenous Vernacular Schools declined considerably in the Lahore and Ráwalpindi Circles; but this fall is more than compensated for by an increase under all the other heads. The increase in 'Other

Schools' indicates the rise of the new type of Elementary Vernacular Schools referred to above. The total number of Private Schools now returned is 6877, with 109,118 scholars, of which 5857 are for boys, with 95,087 scholars, and 1020 for girls, with 14,031 scholars. It may be observed that 42 per cent. of the boys and 81 per cent. of the girls belong to the Rote Schools, in which no useful secular instruction is given. A recommendation was made by the last Educational Conference that the statistics of Private Schools for girls in the villages, as well as for boys, should be collected by the Patwáris; and this has been referred to the Financial Commissioners. Chapter VIII, 194. Private Schools.

194. It has been noticed that the Department offers grants to Private Schools for attainments in the useful subjects of elementary secular instruction; and the effect of this is an annual substantial increase to the number of such schools influenced by the Department, and becoming of use to the public. The schools which lend themselves to this are the Indigenous Vernacular and 'Other Schools;' and the following statement will show the number of each examined for grants during the past year, the number of scholars attending them, the number of passes by the various simple standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:— Schools examined for grants.

		1893-94	1892-93.	Increase	Decrease
Number of Institutions	Indigenous Vernacular Schools	328	330	...	2
	Other Schools	353	321	32	...
	Total	681	651	30	...
Number of Scholars	Indigenous Schools	13,104	12,485	619	...
	Other Schools	12,742	12,032	710	...
	Total	25,846	24,517	1,329	.
Number of Passes by	First Standard	3,690	3,565	125	..
	Second "	2 596	2,558	38	...
	Third "	1 818	1,483	335	..
	Fourth "	1,121	942	179	...
	Fifth "	580	368	212	...
	All Standards	9,805	8,916	889	...
		Rs.	Rs	Rs	Rs.
Amount of Grants earned	Attendance Grants	8,360	8,204	156	...
	Instruction Grants	19,924	19,183	741	..
	Staff Grants	12,991	12,667	324	...
	Total Grants	41 275	40,054	1,221	...

195. There is an increase of 30 in the number of schools examined, and of 1329 in the number of scholars. The rise was again chiefly in the Ráwalpindi Circle, with 12 more schools, and 1099 more scholars. In the Delhi Circle, there were 11 more schools, with 248 more scholars; in the Deraját Circle, 5 more schools, with 207 more scholars; in the Lahore Circle, 3 more schools, with 146 more scholars; and in the Jullundur Circle, there was a decline both in schools and scholars. The Deraját Circle has yet no Venture Schools; nor have five Districts in the Delhi Circle, three in the Ráwalpindi Circle, and two in the Lahore Circle, the Ráwalpindi Inspector explaining that the 12 Venture Schools returned last year for the Jhelum District, having adopted the ordinary scheme of studies, had this year been returned as Public Schools. Some Indigenous Schools had also been classed this year as 'Other Schools,' which will Analysis of the figures.

Chapter VIII, 196 Private Schools

account for the slight decline in schools, though not in scholars, under the former head. The whole number of Private Schools examined for grants during the past year was 681, with 25,846 scholars. The examination results were throughout an improvement on those of the previous year, especially in the Third and Fifth Standards; and the grants earned amounted to Rs. 41,275, or an average of about Re. 1-9-0 per annum, for each scholar on the rolls, compared with Rs. 4-12 in the ordinary Vernacular Primary Schools.

Importance of these schools, &c.

196. In several parts of the Province, it is mainly by means of these Private Schools that popular education in the villages can be advanced any further, as the public funds available for this purpose are already fully absorbed; and they have everywhere become an important factor in the departmental system. In some of them, boys and girls are taught together; and the Lahore Inspector reports regarding a large Boys' School, in the Jhang District, that it is conducted by a woman. Much difficulty is often experienced in awarding Attendance Grants to these schools, as the Registers are not reliable. The matter was considered at the last Educational Conference, when it was decided that such grants should not be paid in cases where there is reason to suspect the record of attendances. The extra charge on account of these schools has become considerable, especially in the Siálkot, Hoshiárpur, Jullundur, and Gujrát Districts; and, in a few cases, the means to meet the extra liability have with difficulty been found. It is a departmental rule that, when Local Funds are clearly not sufficient for this purpose, these may be supplemented by contributions from Provincial Revenues; and applications were made, during the past year, in this behalf. It may, however, be observed, that any claim on the Provincial Revenues in this connection would naturally come after the reduction of all unnecessary expenditure on Secondary Education, and on useless or superfluous schools. Local Bodies have besides the power, as explained last year, to alter the grant rates fixed for these schools; and Inspecting Officers may be expected, during the next few years, to be more exacting both as to conditions and standards.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

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Chief Agencies.

197. The chief agencies for the preparation and distribution of the books, maps, &c., required by the Department, are, as previously, the Text-Book Committee, the Translating Staff attached to the Central Training College, and the Mufíd-i-'Am Press, Lahore. The Text-Book Committee decides on the books and appliances required, and arranges for their preparation; the Translating Staff reviews, revises, corrects, or translates the books, &c., as may be necessary; and the Mufíd-i-'Am Press prints the books and maps when finally approved, and distributes them to the schools. I referred, in last year's report, to the supply of apparatus for the teaching of Physical Science from the workshop opened in Lahore in connection with the Punjab Science Institute, and to the advantage likely to be derived therefrom. That useful enterprise is still being carried on with distinct benefit to the schools; but, from some of the articles supplied, and which were shown to me when on tour, it is clear that more supervision and scrutiny of the work will be necessary if the experiment is to be a complete success.

Report of the Text-Book Committee.

198. The report on the operations of the Text-Book Committee for the past year, with appendices showing the books considered and approved during the year, the text-books and other works completed or in course of preparation, the books recommended for School Libraries, and the additions made to the Committee's Library of Reference, is printed as Appendix K.

Work done by the Committee.

199. It appears from the report that twenty-eight meetings in all were held during the year—six of the General Committee, and twenty-two of the various Sub-Committees; and, as usual, a great amount of useful work was done. Seven new text-books were completed and approved; eight others were revised and sent to the press; and some 12 others were considered, besides as many as 162 books of one kind or another which had been submitted for patronage. The English Sub-Committee was mainly occupied with the revision of the Punjab Series of English Readers, the preparation of a Manual on the method of teaching English, and the question of how to secure better printing, and appropriate and well executed illustrations, for the English Readers. The Technical Sub-Committee dealt chiefly with the revision of the Vernacular text-books in Euclid and Algebra, the provision of Notes for the Object Lessons prescribed for Primary Schools, and the means of producing locally suitable illustrations for Vernacular text-books. The History and Geography Sub-Committee had still in hand the preparation of the new Series of Geographical Readers and of the Pictorial Charts, and took steps to improve the quality of the departmental Maps. The Language Sub-Committees also did a good deal of work, chiefly in revision and translation, the new Persian Grammar for Middle

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Preparation and Distribution of Text Books

Schools, and Urdú and Hindí Copy-Slips being specially deserving of mention. The Library Sub-Committee selected books for translation into the Vernacular, recommended a further list of books of a healthy tone suitable for School Libraries, and added 1594 volumes to the Reference Library, together with a large number of Maps, Charts, and educational appliances, mostly the gift of the English Publishers who had stock on view at the recent Punjab Exhibition, to whom the Department has expressed its indebtedness.

Encouragement of Literature.

200. Of the 162 books submitted for patronage, 72 were approved, and made use of by the Committee. The quality of the Vernacular books continues to improve. The grant of Rs. 3,000 for the supply of useful books to the schools was, owing to financial pressure, reduced to Rs. 1,500, out of which over sixteen hundred books, chiefly Vernacular, were distributed to the schools. During the year, the Committee took a further step with a view to furthering the development of Vernacular literature, by adopting a scheme according to which five selected books of different kinds will annually be translated into Urdú by the best writers available, and published at the expense of the Committee.

Help rendered to the Department.

201. The Committee was reconstituted during the year, under the regulation according to which members hold office for two years only. The members, as a rule, take an active part in the work; and I have again to express the obligations of the Department to the Committee, and to a few very active members in particular, for their helpful co-operation in all matters referred to them. The office of Secretary was held throughout the year by Mr. J. C. Oman, to whom I am much indebted for the care and thoroughness with which he conducts the business of the Committee.

Work done by the Translating Staff.

202. The Translating Staff consists of the First and Second Assistant Masters of the Central Training College, part of whose time is given to teaching, and part to translating, reviewing, revising, and correcting work. During the past year, besides translating all the Departmental Circulars and several lesson sheets, they revised and corrected the Geographical Reader for the Second Primary Class, the translation of Fitch's Lectures on Education, the Makhzan-i-Nasáyih, the Qá'ida Muhammadí, and the Urdú and Persian Qá'idas, reported on the existing books in Arithmetic for Vernacular Schools, and reviewed ten books for the Text-Book Committee. The bulk of this work was done by Lála Súraj Naráyan, since transferred to Delhi, and Pandit Iqbál Kishan, M.A.

Mufíd-i-'Ám Press.

203. The work of the Mufíd-i-'Am Press, in the printing and distribution of text-books, maps, &c., continues satisfactory. There have been a few complaints regarding maps; but these were sufficiently accounted for. The supply of books continues to be well maintained; and the improved style of Vernacular printing prescribed is fully kept up. During the year, as many as sixty-eight different text-books or editions were printed, with an aggregate of over half a million copies. That Munshí Guláb Singh and Sons should manage such a large business with a promptitude and efficiency that all but shuts out complaints is highly creditable to them.

Report of the Registrar, Education Department.

204. The report of the Registrar, Education Department, dealing with the sale of Secretariat books in the hands of Munshí Guláb Singh and Sons, and with the Government share on account of copy-right text-books published during the year, is printed as Appendix L.

Chapter IX, 205.

Preparation and Distribution of Text-Books.

Secretariat Books' Account.

205. The account of the Secretariat books on commission sale shows Rs. 446-6-5 as paid into the Treasury during the year on account of books sold, with books to the value of Rs. 999-1-10 in the hands of the Contractors on the 31st of March last.

Government share in the copy-right text-books.

206. The arrangement with the Mufíd-i-'Am Press secures to Government 10 per cent. of the price of the books sold; and this is made over to the Text-Book Committee as the means available for carrying out the objects of that body. At the beginning of the year, there was a balance due by the Contractors of Rs. 4,786-0-10. The amount due on account of books published during the year under report is given at Rs. 9,364-8-7, making a total of Rs. 14,150-9-5 to be accounted for. The payments made during the year amounted to Rs. 9,297-5-7, leaving a balance against the Contractors of Rs. 4,853-3-10, chiefly on account of books published, but not yet stamped for issue. The income of the Text-Book Committee may be reckoned at over Rs. 9,000 a year, which, as yet, has been fully, as well as carefully, utilized.

J. SIME,

Director of Public Instruction, Punjab.

SECRETARIAT LIBRARY

APPENDIX A.

Appendix A.

Report on the Government College, Lahore.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1893-94.

Staff.

The staff of the College on the 31st March, 1894, was the same as on the 31st March, 1893, *viz.* :—

1. W. Bell, Esquire, M. A., Principal and Professor of English ;
2. P. G. Dallinger, Esquire, M. A., Professor of History ;
3. B. G. Ussher, Esquire, M. A., Professor of Philosophy ;
4. J. C. Oman, Esquire, Professor of Science ;
5. Bábú Sashí Bhushan Mukarjí, M. A., B. L., Professor of Mathematics ;
6. Lála Umráo Singh, M. A., Assistant Professor of History, &c.;
7. Golak Náth Chattarji, Esquire, B. A., Assistant Professor of Mathematics ;
8. Lála Ruchí Rám, M. A., Assistant Professor of Science.

Changes in the staff.

2. There was no change at all in the staff of the College during the year under report, and the year was thus one of uninterrupted work, giving both teachers and students an opportunity to do themselves full justice.

Number and distribution of students on 31st March, 1894.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1894, and compares the figures with those of the previous year :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate Class ...	First Year ...	54	34	20	...
	Second Year ...	36	34	2	...
B. A. Class	Third Year ...	28	46	...	18
	Fourth Year ...	65	43	22	...
M. A. Class		16	14	2	...
	Total	199	171	28	...

The above statement shows an increase of 28 over last year. There is a rise in each class except the Third Year, which fell owing to the opening of B. A. Classes in the Daya Nand Anglo-Vedic College, and the levying of the maximum fee in this College. Since the close of the year under report, however, this class has risen to 40 as a Fourth Year Class, and the total number now on the Rolls is over 260.

The average number on the Rolls during the year was 188, and the average daily attendance 169, the corresponding figures for the last year being 165 and 147, respectively.

Direct expenditure and fees.

4. The following statement gives information as to direct expenditure and fees for 1893-94, and compares these items with those for 1892-93 :—

From	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	41,189	35,908	5,281	...
Fees	15,725	13,507	2,218	...
Total	56,914	49,415	7,499	...

The increase in expenditure is due to increase in the pay of officers of the College. The fees exceed the Budget Estimate by Rs. 3,725.

Appendix A.

Report on the Government College, Lahore.

Expenditure on Scholarships.

5. The following is the statement of expenditure on Scholarships for 1893-94 and for 1892-93 :—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	3,339	3,316	23	...
	University Funds	3,461	2,864	597	...
	Other sources	...	287	...	287
	Total	6,800	6,467	333	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships	34	27	7	...
	Jubilee Scholarships	2	1	1	...
	Zamíndárí Scholarships	1	2	...	1
	Other Scholarships	...	2	...	2
	Total	37	32	5	...

The amount contributed by the University exceeds last year's contribution owing to Albert Victor Scholarships having been held by students of this College.

During the year the following additional sums were contributed as scholarships :—

	Rs.	A.
By Ferozepore Municipality	120	0
„ Jhang „	100	0
„ Jagádhrí „	52	2
„ Amritsar „	245	0
„ Anjuman-i-Islámiya, Amritsar	330	0
Total ...	847	2

Results of Examinations.

6. The following table gives the results of the various Arts Examinations held in 1893-94 as compared with 1892-93 :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab ..	Candidates ...	35	35	...	...
	Passes ...	23	25	...	2
B. A., Calcutta	Candidates ...	2	...	2	...
	Passes ...	1	...	1	...
B. A., Punjab	Candidates ...	62	42	20	...
	Passes ..	44	16	28	...
M. A., Punjab	Candidates ...	14	8	6	...
	Passes ...	8	5	3	...
Total ...	Candidates ...	113	85	28	...
	Passes ...	76	46	30	...

From the above statement it appears that the number of candidates has risen from 85 to 113, and the number of passes from 46 to 76. For each separate examination the number of candidates has risen, except in the Intermediate Examination, where the number remains the same. It will be noticed that, while the number of candidates has risen only 32 per cent., the number of passes has increased by 65 per cent. over last year. In all the examinations, the first place has been taken by students of this College; and, with a few exceptions, the first place in each of the subjects of examination, as well as the scholarships, medals, and other rewards.

The M. A. Examination.

For the M. A. Examination 14 candidates were sent up—9 in English, 2 in History, 1 in Philosophy, and 2 in Physics. Of these 5 failed in English and 1 in Philosophy; the latter was a failure of the last year, and did very creditably in the examination, while the former were all Third Class B. As., with the exception of one, who failed by one mark only. The results in English are still under consideration; but, taking them as they stand, they merely show that inferior graduates cannot expect success in this

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Honours Examination, if they devote only one year to the course, especially if they read Law at the same time. At the present moment there are 26 men reading for the M. A. Degree, mostly in English: many of these did not distinguish themselves in the B. A. Examination; most of them are reading Law, and all of them mean to try the Examination in 1895! I believe that, under the pressure of competition, the M. A. Examination will gradually lose its select character, the average of successful candidates assimilating itself more and more to that of the B. A. Examination. This is no matter for regret. At the same time, it may be noted that most of the failures in English this year were for a few marks only, the Examiner refusing to alter his final award. The M. A. Classes in this College receive daily lectures and make a heavy demand on our energies: at present we have 6 M. A. Classes. Professor Dallinger had to work hard to get his 2 candidates through in History.

B. A. Examination.

For the B. A. Examination 62 candidates were sent up, of whom 44 passed, *i.e.*, about 71 per cent. The prominent feature of the results is not the brilliant success of a few, but the high average position of our students. Only 6 are placed in the Third Division; 32 are in the Second Division; and no fewer than 6 places (out of 8) in the First Division are taken by our students. Of the first 13 places in the pass list 11 have been won by this College. It is noteworthy that out of so many candidates not one took up Sanskrit; in this respect our College is unique; in other subjects our students took the highest place, *i. e.*, in English, Mathematics, History and Political Economy, Philosophy, Physics, Chemistry, and Arabic. I attribute these results to hard and methodical work.

Intermediate Examination.

For the Intermediate Examination there were 35 candidates from this College, of whom 23 passed, *i.e.*, about 66 per cent. Of these 4 headed the list in the First Division; 13 were in the Second Division; and 6 in the Third Division. Here also the general average is high, and the first places in every important subject have been won by this College, with the exception of Sanskrit, in which we do not seem to be able to hold our own, although our best candidate in that subject not only headed the pass list, but was also first in English, Mathematics, and Physics and Chemistry.

Results in separate subjects.

7. The following statement compares the results in each subject with the results in 1892-93:—

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.	
F. A. and Intermediate Examinations.	Candidates	1893-94	35	3	6	26	35	...	9	1	...	25	
		1892-93	35	3	6	26	35	...	14	4	...	17	
		Increase	...	...	...	...	...	...	...	...	...	8	
		Decrease	...	...	...	...	...	...	5	3	...	...	
	Passes	1893-94	34	2	5	24	26	...	9	1	...	23	
		1892-93	32	2	3	24	28	...	12	4	...	17	
		Increase	2	...	2	...	..	...	...	...	...	6	
		Decrease	...	...	...	...	2	...	3	3	...	...	
												Physics.	Chemistry.
B. A. Examination.	Candidates	1893-94	62	4	...	29	23	9	16	24	...	12	7
		1892-93	42	..	2	18	20	8	26	4	...	6	...
		Increase	20	4	...	11	3	1	...	20	...	6	7
		Decrease	...	..	2	...	...	...	10	...	...	...	...
	Passes	1893-94	46	4	...	25	19	8	13	22	...	11	6
		1892-93	18	...	2	17	11	7	17	4	...	6	...
		Increase	28	4	..	8	8	1	...	18	...	5	6
		Decrease	...	...	2	...	...	...	4	...	...	...	...
M. A. Examination.	Candidates	1893-94	9	...	...	...	...	...	1	2	...	2	...
		1892-93	4	...	...	...	...	...	1	3	...	...	...
		Increase	5	...	...	...	...	...	...	...	...	2	...
		Decrease	...	...	...	...	...	...	...	1	...	...	...
	Passes	1893-94	4	...	...	...	...	...	...	2	...	2	...
		1892-93	3	...	..	...	...	...	...	2	...	...	...
		Increase	1	...	...	...	...	...	...	...	...	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...

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In the Intermediate Examination there were nine failures in Mathematics, 1 in Sanskrit, 1 in Arabic, 2 in Persian, 2 in Science, none at all in History and Philosophy, and 1 in English. The First Year Class receives 2 hours' tuition in English daily from myself, and the Second Year is one hour with me and one hour with Professor Dallinger. Lála Umráo Singh also assists with Translation. I feel bound to note the extra time and attention devoted by Lála Ruchi Rám to his Second Year Class. As regards Mathematics, it has to be remembered that the subject is a compulsory one, and that many students have no taste for the subject.

In the B. A. Examination there were 16 failures in English (9 of these failing in other subjects also), 4 in Persian, 4 in Applied Mathematics, 1 in Pure Mathematics, 2 in History, 3 in Philosophy, and 1 in Physics and Chemistry. It would be invidious to distribute the credit for these results; I am conscious, however, of the extent to which the reputation of the College rests upon our teaching in Science under Professor Oman. In this respect our special attractions are beyond dispute. For the results in English I must be held personally responsible: as it is, however, the pass is over 74 per cent., and that in a subject compulsory for all.

College Club. Physical training and games.

8. The amount realised during the year on account of subscriptions to the College Union Club was Rs. 463, against Rs. 397-12 in the previous year. This amount, supplemented by liberal contributions from the staff, was spent on newspapers, periodicals, materials for sports, printing expenses, &c. The funds previously administered by the students are now controlled by the Principal. The Union Club met pretty regularly, and my thanks are due to those members of the staff who interest themselves in this Club and in the Intermediate Students' Club: the latter is extremely popular, and it is an interesting fact that all the best students in the last Intermediate and B. A. Examinations were prominent members of one or other of these Clubs. Several dramatic representations were given throughout the year, and evening lectures were delivered by several members of the staff and other gentlemen.

The Gymnasium has been open daily; but I regret that there is as yet no due provision for an instructor. The College Clubs have provided a small sum for an instructor who has been in daily attendance since October, but the arrangement is unsatisfactory on its present footing. The interest in games has been better distributed than in former years, football, cricket, and tennis getting each a fair share of attention. Each Club has adopted distinctive colours or badges. An additional piece of ground for recreation has been acquired from the Municipality, and will be used as soon as it has been levelled and enclosed. I may note that, with one exception, all the students who passed in the First Division took a keen interest in games, *e.g.*, the two students who headed the Intermediate pass list were the Secretary and Captain of the Cricket Club. This surely proves that we have not turned out mere book-worms. It is a pity, however, that apart from their subscriptions, none of the staff show a practical interest in the sports of the students.

The Boarding House and surroundings.

9. At the close of the year the Boarding House was quite full, there being 111 students in residence. The fees realised amounted to Rs. 939-8, which went to keep up the establishment of cooks and kahárs. The health and conduct of the boarders throughout the year were good. The paid medical attendant of the boarders is the Civil Surgeon of Lahore, who, I suppose, deputes the Assistant Surgeon for the work. A regular, or even an occasional, inspection by the Civil Surgeon would be much appreciated, and would tend to lighten my responsibility for the general health of such a large number of young men, and I propose to make a formal application to that effect. The usefulness of the baths attached to the Boarding House is greatly diminished by the defective taps. The tank connected with them was removed to the Punjab Exhibition, and thence to the new Boarding House of the Training College. The water-supply to the grounds of the College, the Boarding House, and the Principal's house is quite inadequate, and my efforts to improve the grounds are thereby greatly hampered. We are dependent upon a grudging supply obtained from a municipal well; the only other well is almost useless. Proposals were made for a supply of canal-water; but I presume there are financial difficulties.

The Boarding House is already much too small for our requirements: the erection of the north wing is urgently required. This would not only

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Report on the Government College, Lahore.

complete the original design, but would also promote the efficient control of the boarders. I have regularly visited and inspected the Boarding House throughout the year, and have found Lála Sardári Lál an efficient and popular Superintendent.

Conduct of the students.

10. The conduct of the students has been satisfactory. But I can speak with confidence of the general moral character only of those students who are boarders, for with them I come into closer personal contact. And I am able in their case to check the marked tendency among students in these days of ferment to fritter away their time and energy in attending all sorts of outside meetings.

Library and Reading Room.

11. The College Library is in good order, but sadly wanting in new books : it is in fact out of date. The Reading Room has been well patronised ; but we are unable, owing to want of accommodation, to make proper provision for the quiet study of magazines or books either by the staff or the students. I regret that in this large and handsome building we should feel ourselves so cribbed and confined merely because so much of the room is taken up by the classes of the Oriental College. While I write I am at my wit's end for accommodation.

12. I have, in conclusion, to record my high opinion of the work of the staff throughout the year, and my gratitude for their readiness to adopt any measure calculated to promote the reputation and usefulness of the College.

Appendix B

Report on the St. Stephen's Mission College, Delhi.

APPENDIX B.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1893-94

Staff.

The only change in the staff during the year has been caused by the appointment of Bábú P. N. Lahirí, M. A. (Calcutta), to the post of Professor of Sanskrit, *vice* Pandit Vihárí Prasád. I had long felt that if we were to bring our instruction in Sanskrit up to the standard now required by the University, it was essential that we should have a Professor capable of teaching the language through the medium of English, and acquainted to some extent with Western methods of study and teaching. This I hope we have secured in our new Professor. We parted with our Pandit with sincere regret, as he was not only a really learned scholar, but a most worthy and amiable person, held in great respect by all who knew him. It remains to be seen whether the change will conduce to better results than the last few years have shown. Owing to a severe attack of typhoid last autumn I had to leave the country for six months in September. My place as Professor of Philosophy was supplied by Bábú M. M. Bose, B. A. (Calcutta). The Rev. W. Foxley, B. A., who has lately joined the staff of the Cambridge Mission, also gave some help in the M. A. Class.

Number and distribution of students.

2. The following table shows the number and distribution of the students at the close of the year as compared with those for 1892-93 : —

		1893-94.	1892-93.	Increase.
Intermediate Class ...	First Year	28	28	...
	Second Year	30	25	5
B. A. Class ...	Third Year	8	8	...
	Fourth Year ..	10	7	3
M. A Class		4	1	3
Total		80	69	11

The average daily attendance was 75. The distribution of students as regards race and religion was as follows :—

Hindús	63
Muhammadans	13
Christians	4

Thinking it might prove of interest to ascertain what castes of Hindús most seek a higher education, I have had an analysis made of the number studying last year, with the following result :—

Bania	29
Káyastha	16
Khatrí	7
Brahman	7
Jat	2
Other castes	2
Total ...	63

Expenditure.

3. The following table gives a comparative statement of the expenditure during the years 1893-94 and 1892-93 :—

From	1893 94	1892-93	Increase.	Decrease.
	Rs	Rs.	Rs.	Rs.
Provincial Revenues	5.400	5,400	.	...
Municipal Funds	1,200	1,200	.	..
Fees	5,590	4,428	1,162	..
Subscriptions		277	...	277
Endowments and other sources ...	6,196	6,400	...	204
Total	18,386	17,705	681	...

The amount spent on the College Library was Rs. 251.

The number of students on half fees was 7. I am intending to introduce at once the rule passed at the recent Educational Conference, by which the privilege of the remission of fees will be granted strictly in accordance with results of the examinations. This will save a great amount of worry,

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Report on the St. Stephen's Mission College, Delhi.

and will in future tend to make poor students work harder, when it becomes known that only those high up in the list can hope to obtain the exemption. The other rule, that students are liable to lose the privilege if they fail in the annual examinations of their year, will also be enforced in future, and will, I hope, tend to produce better results.

There has been a satisfactory increase in the income from fees, amounting to Rs. 1,162.

The cost of education is seen to be Rs. 229 per head, a decrease of Rs. 27 on the cost last year. If the amount which we are allowed, for purposes of the grant-in-aid, to add to the heading "Endowments and other sources" be deducted, the cost per head is only, I find, Rs. 155. If the comparative smallness of the number of students be considered, this is not, I should say, an over costly expenditure.

Scholarships.

4. The following table gives the required information respecting scholarships :—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	604	1,152	...	548
	Municipal Funds	110	...	110	...
	University Funds	154	276	...	122
	Other sources	441	172	269	...
	Total	1,309	1,600	...	291
NUMBER OF HOLDERS OF	Government and University Open Scholarships.	4	8	...	4
	Jubilee Scholarships	...	1	...	1
	Zamíndárí Scholarships	1	2	...	1
	Other Scholarships	1	1	...	...
	Total	6	12	...	6

Results of Examinations.

5. The following table shows the results of the Examinations held during 1893 as compared with those of the previous year :—

		1893-94.	1892-93.	Increase.
Intermediate, Punjab ...	Candidates ...	31	25	6
	Passes ...	15	14	1
B. A., Punjab	Candidates ...	10	7	3
	Passes ...	7	5	2
M. A., Punjab	Candidates ...	4	1	3
	Passes ...	2	1	1

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. AND INTERMEDIATE EXAMINATIONS.	Candidates ...	1893-94 ...	31	4	6	21	31	...	24	...	..	7
		1892-93 ...	25	3	6	16	25	...	12	...	...	13
		Increase ...	6	1	...	5	6	...	12	...	...	...
		Decrease ..	...	...	...	..	...	..		.	...	6
	Passes ...	1893-94 ...	24	1	4	18	17	...	20	...	..	5
		1892-93	17	...	2	14	18	...	12	...	...	11
		Increase ...	7	1	2	4	...	...	8	...	...	...
		Decrease ...	...	...	...	...	1	...	...	...	...	6
B. A. EXAMINATION.	Candidates ...	1893-94 ...	10	1	1	4	5	1	4	3	..	1
		1892-93 ...	7	1	1	3	2	...	...	6	...	1
		Increase ...	3	...	...	1	3	1	4	...	...	...
		Decrease ...	...	...	...	..	...	...	..	3	...	...
	Passes ...	1893-94 ...	7	1	..	4	4	1	4	3	...	1
		1892-93 ...	5	1	1	3	2	...	...	6	...	1
		Increase ..	2	...	..	1	2	1	4	...	...	...
		Decrease ...	..	...	1	...	...	..	...	3	...	...
M. A. EXAMINATION.	Candidates ...	1893-94 ...	4	...	..	...	...	...	...	...	...	...
		1892-93 ...	1	...	...	...	...	...	...	...	...	...
		Increase ...	3	...	...	...	...	...	..	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	2	...	..	...	..	...	...	...	...	...
		1892-93 ...	1	...	...	...	...	...	...	...	...	...
		Increase ...	1	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

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The results have not been satisfactory, and certainly do not contrast favourably with those of other Colleges in the Province. So far as Lahore is concerned, I always feel after every visit there that while it is a gain to us in some ways to live away from the atmosphere of excitement which the keen competition of student-life there tends to engender, there is an undoubted loss from the examination point of view. There is no lack of ability in Delhi students, but either there is some natural indolence in them or we have not found out the secret of making them work. I think, however, that the main reason why they fall behind in the race is, that nine-tenths of them are day-students, and, as they grow up, become more and more involved in household duties, which are allowed, as a rule, to rank above those of study in urgency and importance I notice that the few boarders we have are almost always more successful in their examinations than the day-students. I think we have hitherto, as implied above, been too easy in sending up students for examination ; and I hope that the action of the new rules will tend to produce better results in future.

I was glad to find on my return to India that the principle I have long contended for of allowing grace marks has been at last, in a modified form, accepted. The new rule is somewhat cumbrous in its working, and up to the time of writing this report (at the end of May), I have not yet received from the Registrar all the statistics required to enable me to send in my report.

I wish some pressure could be brought to bear on the University to induce them to publish pass lists for the benefit of Colleges in the Mofussil. I am informed that by arrangement with the Government Press at Calcutta, the results of the examinations of that University appear in the Gazette almost simultaneously with their publication by the University. It is far otherwise with us. It is now the end of May and not even the B. A. results have been published as yet in the Gazette. I cannot but believe that if the importance of publishing the results early, especially in the case of the Entrance Examination, were understood, there would be no difficulty in effecting improvement in this matter.

Physical training.

6. Gymnastics has been kept up, but is still not popular. Only about 10 students learn regularly. Lawn-tennis is actively taken up in the Queen's Gardens by two local Clubs, largely composed of our students. We have no room in our compound for tennis courts, and are glad to see there is sufficient native enterprise now to start Clubs on their own account.

Mr. Wright has written the following report on the cricket for the season :—

"Our last cricket season was unquestionably a disappointing one. Eliminating the element of luck, I think we may discover a few causes for at least partial failure. We very much need a ground of our own. At present playing as we do on the station ground, we are almost entirely at their mercy. We cannot practise when they have a match on ; and we are sadly hindered in fixing our own foreign matches. Also I have no doubt that practice was seriously interfered with by the roughness of our practice ground, which makes boys funk. Personally I should like and yet hope to see a good ground of our own and a good ground-man, a really good bowler. Progress has certainly been made, and more is sure to follow ; but, like everything else, it requires steady determination. So far as the mere exercise side of the question is concerned, it is satisfactory to notice how large a proportion of our College students are on the ground every day. Our financial position still remains in a very unsatisfactory condition. Next season is likely to be a kind of crisis in several ways."

Boarding House.

7. The number of boarders is still very small. There were only 6 during the year under report. The Dhúsars of Rewárí have, I hear, built a handsome Boarding House for their sons at Agra, and that with other enticements leads those who continue their studies to gravitate thither. The conduct of the few inmates we have was uniformly good.

Conduct of students.

8. With one exception the general conduct of the students has been excellent. The one case requiring disciplinary measures was a serious one, and will, I hope, not occur again. It was found that several students of the First Year had with evil intent mutilated some

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Report on the St. Stephen's Mission College, Delhi.

of the Bibles and other religious books supplied in the College to the students. It was extremely difficult to ascertain who were the offenders. After prolonged enquiry two were condemned as the ring-leaders and expelled for the rest of their course, while two who were less guilty were suspended for three months. It was satisfactory to notice that the older students expressed their strong disapproval of the conduct of their juniors, and I was told that some considered too lenient punishment has been administered.

Moral instruction.

9. The ordinary religious instruction has gone on during the year. Now and then an outsider or visitor has been requisitioned for a lecture, but not often.

Library and Club.

10. The number of books taken out during the year was 540. I do not know to what extent the M. B. School Library has been used; but, as the authorities there do not allow our men to take out Mathematical or Scientific books, and these are the books most in demand, the Library is practically of little use to students. I have enquired the authority for making this reservation, but have received no reply.

The attendance at meetings of the Star of Delhi Club has not quite kept up to the usual average. We are making an effort to resuscitate the flagging interest. Some are in favour of bifurcating the Club into separate School and College Clubs. But this has not met with general approval, and the distance of the College from the city is an almost insuperable bar to making it the *rendezvous* of students in the evening.

General remarks.

11. I am thankful to say that the affairs connected with the College Building Fund have been finally wound up, and, so far as India is concerned, there is now hardly any debt left on the building.

One other student, Chhote Lál, who distinguished himself by standing first in the Roorkee College Examination last year, has offered a prize of Rs. 20 for Mathematics in the Intermediate Class. This makes the fourth prize of the kind given by former students. The interest shown by these for their *Alma Mater* goes far to make up for the disappointment caused by the persistent apathy of the Delhi *raís* to which I have so often referred.

The prize distribution took place in February, Mr. Bell, Principal of the Government College, Lahore, presiding. This was before my return; but I was delighted to hear that he had so kindly consented to act on the occasion.

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

REPORT BY THE PRINCIPAL ON THE LAHORE MISSION COLLEGE FOR THE YEAR 1893-94.

Attendance.

Owing chiefly to the very large number of successful candidates in the Entrance Examination of 1893, the number of students enrolled this year has been much greater than ever before.

Applications for admission to the First Year were so numerous that we were compelled to decline to receive some who applied.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March, 1894, as compared with those of the corresponding date last year :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate Class.	First Year	73	57	16	...
	Second Year	61	47	14	...
B. A. Class ..	Third Year	38	41	...	3
	Fourth Year	54	39	15	...
	Total ..	226	184	42	...

The cost of maintaining the institution has been slightly greater this year than last, but the income from fees has been much larger, there being an actual increase under this head of Rs. 2,746.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

	1893-94	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	3,600	3,600	..	...
Fees	12,964	10,218	2,746	...
Subscriptions	8,192	10,290	...	2,098
Total ...	24,756	24,108	648	...

Scholarships.

The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed :—

		1893-94	1892-93.	Increase.	Decrease.
		Rs	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues... ...	4,474	4,648	...	174
	District Funds	128	206	...	78
	Municipal Funds	584	874	...	290
	University Funds	974	1,024	..	50
	Other sources...	206	...	206	...
	Total ...	6,366	6,752	..	386
Number of holders of	Government and University Open Scholarships... ...	24	23	1	...
	Jubilee Scholarships... ...	10	10	..	...
	Zamíndári Scholarships ..	5	7	...	2
	Other Scholarships	10	10	...	...
	Total ...	49	50	...	1

Appendix C.

Report on the Mission College, Lahore.

Examinations.

In the University Examinations the candidates from this College were fairly successful; but the results were, upon the whole, neither so good as last year, nor so good as we had expected. This we think is to be accounted for partly by the general quality of the classes, and partly by the fact that none of our men in the B. A. had this year taken up that combination of subjects which secured the most liberal allotment of marks. Of the 32 successful candidates in the B. A. Examination, 2 were placed in the First, 20 in the Second, and 10 in the Third Division. In the Intermediate, 2 passed in the First Division, 22 in the Second, and 15 in the Third. Two scholarships were won by our students in the B. A. and 5 in the Intermediate.

The Aitchison-Rám Rattan Sanskrit Scholarship was gained by the same student who secured the Sanskrit Scholarship in the Intermediate Examination.

The following table shows the results of the examinations held in 1894 as compared with the results of the preceding year:—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate ...	Candidates	60	45	15	...
	Passes ...	39	34	5	...
B. A.	Candidates... ...	52	30	13	...
	Passes ...	32	21	11	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany.	Chemistry and Physics.
F. A. and Intermediate Examinations.	Candidates ...	1893-94 ...	60	9	3	45	60	...	30	...	...	26
		1892-93 ...	45	8	5	31	45	...	24	...	...	17
		Increase ...	15	1	...	14	15	...	6	...	...	9
		Decrease ...	...	...	2	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	50	6	3	39	46	...	30	...	...	24
		1892-93 ...	43	7	4	25	37	...	23	...	...	17
		Increase ...	7	...	...	14	9	...	7	...	...	7
		Decrease ...	...	1	1	...	...	...	...	...	...	...
B. A. Examination.	Candidates ...	1893-94 ...	52	5	8	35	22	4	16	15	...	1
		1892-93 ...	39	3	6	23	15	3	16	8	1	1
		Increase ...	13	2	2	12	7	1	...	7	...	...
		Decrease ...	...	...	...	...	...	...	...	...	1	...
	Passes ...	1893-94 ...	33	5	6	32	19	4	12	14	...	1
		1892-93 ...	27	3	3	22	8	3	15	8	...	1
		Increase ...	6	2	3	10	11	1	...	6	...	...
		Decrease ...	...	...	...	...	...	..	3	...	...	...

Physical Exercise.

The usual encouragement has been given to Physical Exercise. Tennis, Cricket, and Football Clubs exist, and an effort has been made to have every student share in some form or other of Physical Exercise.

Boarding Houses.

The average number of students accommodated in our Boarding Houses has been 121. The conduct and health of these young men have been matters of special interest and care.

Deportment.

There is nothing under this head calling for special remark. The students are easily controlled. They keenly appreciate kindly and sympathetic treatment, and many of them are very responsive to efforts put forth for their moral advancement.

The Bible is taught in every class each day, and frequent lectures upon religious and moral subjects have been delivered by the Professors and others.

The Temperance Society, which has existed for more than five years in connexion with the College, bears upon the list of its membership the names of almost all the students, although membership and the signing of the Temperance pledge is left entirely to the option of each individual.

Appendix C.

Report on the Mission College, Lahore.

Literary Societies.

The Literary Societies have continued to supply what we regard as a distinct want, *viz.*, a field for the practice of English reading and speaking. A number of contests have been held with the manifest effect of inciting many to greater effort in the cultivation of the art of public speech.

Library.

Our Library has received an addition of a number of books, while more of the men have availed themselves of the privilege of borrowing books for perusal than in any previous year.

Need of more accommodation.

We are still without the additional class rooms referred to in the last year's report; but have every reason to hope that, within a short time, we may be in a position to begin the work of erecting them.

APPENDIX D.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

As in the previous year, the Minor Colleges in the Circle, at the close of the year under report, were 3, *viz.*, the Municipal Board College, Amritsar, the Islámiya College, Lahore, and the Daya Nand Anglo-Vedic College, Lahore. A Third Year Class was opened in connexion with the last mentioned College in the beginning of the past year. The Daya Nand Anglo-Vedic College is, therefore, in a state of transition. Strictly speaking, it is no more a Minor College; but, as the Intermediate is the highest examination, for which candidates were presented in the year under review, it has been reckoned as such for the purposes of this report. A Fourth Year Class has been opened in the beginning of the current year, and full provision is now made for teaching up to the B. A. Degree Examination.

In the Islámiya College a Second Year Class was opened in the early part of the year under report.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

The following comparative statement shows the number and distribution of scholars attending these Colleges for two years, and the large increase of 105 is sufficient proof of their popularity :—

		1893-94.	1892-93.	Increase.
Intermediate Class ...	First Year	134	98	36
	Second Year	103	56	47
B. A. Class	Third Year	22	...	22
	Total	259	154	105

The increase is thus accounted for :—

	1893 94.	1892-93.	Increase.
Municipal Board College, Amritsar	31	30	1
Islámiya College, Lahore	17	8	9
Daya Nand Anglo-Vedic College, Lahore	211	116	95

The large and flourishing Daya Nand Anglo-Vedic College alone absorbs $\frac{9}{10}$ths of this growth, 22 scholars in the Third Year Class being included. The increase in the Islámiya College is mainly due to the establishing of a Second Year Class already noticed.

(*b*).—EXPENDITURE.

The total cost of the Municipal Board College, Amritsar, for the year 1892-93, was Rs. 4,690. This year it was Rs. 4,479, or Rs. 211 less. Add to this Rs. 137 on account of excess of Fees; and the total, Rs. 348, represents the decrease in expenditure from the Municipal Funds, as shown in the table given on the next page. Expenditure from fees throughout all these Colleges was more than doubled; this is explained by the very large numerical increase which took place in the Daya Nand Anglo-Vedic College. The amount of Rs. 7,236, noted in the statement as expenditure from fees, is in fact the aggregate of College fees realized during the year.

The details are noted below :—

	Rs.
Municipal Board College, Amritsar	1,651
Islámiya College, Lahore	330
Daya Nand Anglo-Vedic College, Lahore ...	5,255
Total ...	7,236

Appendix D.

Report on the Lahore Circle.

Nothing is of course spent upon the only Municipal Board College in the Circle from "Subscriptions" and "Endowments," &c. The parts of expenditure which these sources had to bear in the case of the Daya Nand Anglo-Vedic College were Rs. 300 and Rs. 333, respectively, more than that in the previous year. Subscriptions are the mainstay of the Islámiya College. The creation of a Second Year Class necessitated an increase of Rs. 880 in expenditure from this source. Nothing is shown in the statement against "Endowments," &c. Apparently the Islámiya College is still without a permanent fund. If so, it is to be regretted. Subscriptions, however voluntary and easily collected they may be, must be fluctuating, and can scarcely be confidently relied upon.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1893-94.	1892-93.	Increase	Decrease.
	Rs.	Rs.	Rs.	Rs.
Municipal Funds	2,827	3,175	...	348
Fees	7,236	3,392	3,844	...
Subscriptions	1,772	591	1,181	...
Endowments and other sources	3,778	3,445	333	...
Total	15,613	10,603	5,010	...

(*c*).—FEES.

In the Municipal Board College, Amritsar, tuition fees continue to be levied at the rates of Aided Colleges. This practice is directly opposed to the Education Code, Article 215. In the Daya Nand Anglo-Vedic College a uniform rate of Rs. 5 per mensem is levied from the students of Third and Fourth Year Classes. In the First and Second Year Classes the rate is Rs. 3 from those whose father's income is less than Rs. 100 per mensem; Rs. 4 when the income exceeds Rs. 100; and Rs. 5 when the income is Rs. 200 per mensem and above. As shown below, the income from fees was more than double that of the preceding year:—

	1893-94.	1892-93.	Increase.
	Rs.	Rs.	Rs.
Municipal Board College, Amritsar	1,651	1,514	137
Islámiya College, Lahore	330	176	154
Daya Nand Anglo-Vedic College, Lahore ...	5,255	1,702	3,553
Total	7,236	3,392	3,844

In the Islámiya College every student is required to pay Rs. 2 per mensem.

(*d*).—SCHOLARSHIPS.

The following statement shows the number and nature of scholarships current in all the Colleges during the last year. At the end of the year 1893-94 there were 5 more scholarships than at the close of the year 1892-93. Only 1 Government and 6 Other Scholarships were held in the Municipal Board College, Amritsar, against 2 Government, 1 Zamíndárí and 4 Other Scholarships in the year before:—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	202	402	...	200
	District Funds	88	...	88	...
	Municipal Funds	913	565	348	...
	University Funds	500	220	280	...
	Other sources	237	50	187	...
	Total	1,940	1,237	703	...
Number of holders of	Government and University Open Scholarships	4	2	2	...
	Zamíndárí Scholarships	...	1	...	1
	Other Scholarships	17	13	4	...
	Total	21	16	5	...

In the Daya Nand Anglo-Vedic College 10 scholarships were held against 5 in the previous year. Their detail is given below :—

(*a*). 2 Patiála-Albert Victor Scholarships of Rs. 12 each per month.
(*b*). 1 Aitchison-Rám Rattan „ „ 16 „
(*c*). 1 Lála Mírí Mal's „ „ 10 „
(*d*). 1 Mrs. Seva Rám's „ „ 3 „
(*e*). 2 Lahore Municipality „ „ 6 „
(*f*). 1 Ferozepore „ „ „ 8 „
(*g*). 1 Gurdáspur „ „ „ 8 „
(*h*). 1 Ludhiána „ „ „ 6 „

In the Islámiya College 4 scholarships founded by the Anjuman-i-Himáyat-i-Islám were held, and their total cost was Rs. 124, *i.e.*, about Rs. 10 per mensem.

(*e*).—RESULTS OF EXAMINATIONS.

The result of the Intermediate Examination held in March last is very good ; and special credit is due to the Daya Nand Anglo-Vedic College for sending up and passing the largest number of candidates, and to the Municipal Board College, Amritsar, for the remarkably high percentage of success. As shown in the following table, the numbers of candidates and passes were almost twice the corresponding figures for the previous examination, though the percentage of passed candidates is slightly less :—

		1893-94	1892-93.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates .	103	53	50	...
	Passes ..	72	39	33	...

The result of each College is as follows :—

	Candidates.	Passes.
Municipal Board College, Amritsar ...	14	13
Islámiya College, Lahore	7	3
Daya Nand Anglo-Vedic College, Lahore	82	56
Total	103	72

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

F. A. and Intermediate Examinations.			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy (Logic and Political Economy).	History.	Botany and Geology.	Physics and Chemistry.
Candidates ...	1893 94 ...		103	2	15	86	103	...	46	10	...	47
	1892-93 ...		53	...	5	48	53	...	31	9	...	13
	Increase ...		50	2	10	38	50	...	15	1	..	34
	Decrease ...		...	...	...	...	...	...	...	...	...	...
Passes ...	1893-94 ...		89	2	9	82	85		43	9	..	37
	1892-93 ...		42		3	42	51	...	30	9	..	13
	Increase ...		47	2	6	40	34	..	13	...	...	24
	Decrease ..		...	...	..	...		...	...	...	...	...

The following points deserve notice :—

(*a*).—Two candidates took up Arabic and passed, against none in the year before.

(*b*).—Fifteen candidates appeared in Sanskrit, and 9 passed, against 5 and 3, respectively. Only one student took up this language from the Municipal Board College, Amritsar, and passed ; all the rest belonged to the Daya Nand Anglo-Vedic College, where the cultivation of Sanskrit is specially aimed at. The numbers presented have trebled, the percentage of passes remaining the same.

Appendix D.

Report on the Lahore Circle.

(c). The very large number of students selecting Persian, and almost all coming out successful, proves that the test in this language is easier than in Arabic or Sanskrit.

(d).—There is a decrease of 13·5 per cent. in passes in Mathematics.

(e).—In the last examination, 47 candidates took up Physics and Chemistry, and 37 passed, against 13 and 13 in the previous year. This increase is a very healthy sign.

(f).—PHYSICAL TRAINING.

The Municipal Board College, Amritsar, continues to be the best of all Minor Colleges in this respect. Some of the Masters take great interest in the games. The Principal in his report says:—

"During the year the students have shown much zeal in the different games, playing Cricket, Foot-ball, Tennis, Badminton, and also now and then native Games, especially *Kabaddi*. At Tennis we have some really good players. There was a Tennis Tournament in the cold season, and it was very well contested. Cricket they played with the boys of the High School, with the school eleven, and scratch matches with some of the eleven, and some of the High Department. They seem to take fairly well to Foot-ball."

In the Daya Nand Anglo-Vedic College physical training has not received adequate attention at the hands of the Managing Committee. The boarders, however, played several Foot-ball matches among themselves; and parallel and horizontal bars have been fixed in the Boarding House compound for their use.

The Islámiya College students are reported to have taken exercises on the gymnastic apparatus fixed within the premises of the College building, and to have played Cricket and Foot-ball in winter.

(g).—BOARDING HOUSES.

In the Daya Nand Anglo-Vedic College Boarding House there were 116 inmates, against 60 in the previous year. This large increase in the number of outsiders was the natural result of the vast numerical growth in the classes which took place in the year under report. One of the buildings in which the Boarding House is located was bought by the Managing Committee.

There were only 4 boarders living in the Boarding House attached to the Islámiya College, Lahore, and the same number at the Municipal Board College, Amritsar. The latter institution has no separate Boarding House, and the College students occupy a part of the School Boarding House, which is overfull.

Everywhere adequate attention is paid to the comforts of boarders.

(h).—CONDUCT OF STUDENTS.

Each Principal bears testimony to the good conduct of his students. In the Daya Nand Anglo-Vedic College and Islámiya College, religious instruction is imparted; and special stress is laid upon it in the latter institution, where it is one of the compulsory subjects.

Debating Societies exist in both these Colleges. A Library and Reading Room have been opened in the Daya Nand Anglo-Vedic College, being supported by subscriptions among students, supplemented by a monthly grant from the Managing Committee.

(i).—GENERAL PROGRESS.

The year under report in its early part saw the Third Year Class formed in the Daya Nand Anglo-Vedic College and the Second Year in the Islámiya College. It closed with a very large increase in the number of students; fees more than doubled; and candidates for, and passes in, the Intermediate Examination almost double the number of the preceding year. The general progress is, therefore, in every way very marked; and if the Managing Committees of the two institutions in Lahore continue to insist upon good and thorough work from their teachers, and to maintain discipline and respect for those in authority, both the Daya Nand Anglo-Vedic and the Islámiya Colleges will take an important and useful place in the educational operations of the Province.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

(a).—NUMBER AND DISTRIBUTION OF INSTITUTIONS AND SCHOLARS.

There are now two Colleges in this Circle, against one last year, a new College having been opened at Ráwalpindi in connection with the American Mission School on the 1st of June, 1893. The other College is, as heretofore, at Siálkot under the Scotch Mission. The Ráwalpindi College had, at the close of the year, naturally only one class, the first, the Siálkot College had two. But since the 1st of June, 1894, a Second Year Class has been opened in the former institution also.

The following table shows the number and distribution of scholars, in both the Colleges as it stood on the 31st March last. The number of scholars has been trebled :—

		1893-94	1892-93.	Increase	Decrease.
Intermediate Class ...	First Year ...	24	11	13	...
	Second Year ...	9	...	9	...
	Total ..	33	11	22	...

(b).—EXPENDITURE.

The expenditure on both the Colleges during the year amounted to Rs. 6,450, of which Rs. 450 were spent on the Ráwalpindi College (the whole outlay being met from the fees), and Rs. 6,000 on that at Siálkot. The great difference in the cost of the two institutions is due to the fact that at Ráwalpindi the Manager took no part in the tuition, and so nothing has been charged for him.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1893-94.	1892-93	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	425	200	225	...
Municipal Funds	300	300	...	...
Fees	*1,848	358	1,490	...
Endowments and other sources	3,877	5,142	...	1,265
Total ..	6,450	6,000	450	...

* The total income from fees was Rs. 1,982-8-11, thus—

	Rs.	a.	p.
Scotch Mission College, Siálkot ... ... =	1 398	0	0
American Mission College, Ráwalpindi .. =	584	8	11
Total	1,982	8	11

(c).—FEES.

The amount realized in fees was Rs. 1,983, against Rs. 358 in 1892-93, *i.e.*, it has been more than quintupled. Of the total, Rs. 1,398 are due to the Siálkot and Rs. 585 to the Ráwalpindi College. It will be seen from this that in the latter College the income exceeded the expenditure.

The rates at Siálkot are, as reported last year, three-fourths of those prescribed for Government and Board Colleges. In the Ráwalpindi College, which is Unaided, the rate during the past year has been Rs. 5 per mensem ; but from the 1st of the current month (June 1894) it has here, too, been raised to the prescribed three-quarters for Aided Colleges.

Appendix E.

Report on the Rawalpindi Circle

(d).—SCHOLARSHIPS.

There were two Jubilee Scholarships of Rs. 8 each in the Senior Class at Siálkot, and two ordinary Scholarships of Rs. 12 each, and one Albert Victor Scholarship of Rs. 10 in the Junior Class. No Government or University Scholarship is tenable in the Ráwalpindi College; but Rs. 83 were paid from the Mission Funds on account of the scholarship of a boy who had won a Government Scholarship, and had joined the College last year, in hopes that it would be recognized. When finally the College was refused recognition, the boy left it; but, as long as he remained in it, he received his scholarship from the Mission, the Government refusing to pay him anything.

STATEMENT OF SCHOLARSHIPS.

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs	Rs.
Expenditure.	Provincial Revenues	430	204	226	...
	Other sources	*133	...	133	...
	Total ...	563	204	359	...
Number of holders of	Government and University Open Scholarships	2	...	2	..
	Jubilee Scholarships	2	2	...	...
	Other Scholarships	1	.	1	...
	Total ...	5	2	3	...

	Rs.
* Albert Victor-Patiála Scholarship	50
Scholarship paid to a student in the Mission College, Ráwalpindi, from Mission Funds	83
Total	133

(e).—EXAMINATION RESULTS.

Nine students appeared from the Siálkot College in the last Intermediate Examination, of whom 6 passed—a good result. The Ráwalpindi College sent up no candidates for this test, having been started only on June 1st, 1893, but 10 or 12 candidates will appear from it next year.

RESULTS OF EXAMINATIONS.

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	9	...	9	...
	Passes ...	6	...	6	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1893-94 ...	9	1	.	8	9	...	8	1	...	...
		1892-93 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	9	1	...	8	9	...	8	1	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	6	1	...	6	8	...	8	1	...	...
		1892-93 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	6	1	...	6	8	...	8	1	...	..
		Decrease ...	...	...	...	...	...	...	...	...	...	...

(f).—PHYSICAL TRAINING, GAMES, &c.

Physical training is given in the Siálkot College by means of drill and gymnastics; Football is not encouraged; and for cricket it is said that there are too few students to supply a good team; but lawn tennis has been recommended to the young men; and Mr. Youngson says that it may be that that and other games will be introduced. In the Ráwalpindi College

the students and some of their Professors started a Football Club in the winter, and played the game for some time very zealously, but it has now been given up on account of the heat. There is likewise no Cricket Club in this College at present, as the number of those who play cricket is very small, but the authorities hope to start one later on.

(g).—BOARDING HOUSES.

There are said to be three Boarding Houses in connection with the Siálkot College; but the fact is that the boys of the College and the School live together in the same Boarding House. The same is the case at Ráwalpindi; but there is only one College student here who lives in the Boarding House attached to the School; the rest live with their friends in the town.

(h).—CONDUCT OF STUDENTS.

The conduct of the students in both the Colleges is stated to have been all that could be desired. "There has never been a complaint against any of them," says Mr Youngson, "either in or out of College;" and similar remarks are made by Mr. Woutersz about the Ráwalpindi students. Moral instruction is given in both Colleges by means of the Bible, and in that at Ráwalpindi also by means of evening lectures. All the students of the latter College are members of a total abstinence society which has been formed here as in many other places in the Punjab.

(i).—GENERAL PROGRESS AND OTHER MATTERS.

The general progress of both Colleges, judging from the reports of their Principals, seems to have been satisfactory. A Literary Society or Debating Club exists in each institution, at which Essays are read and debates conducted. The Libraries in both Colleges are small, but are said to be made full use of. In the Siálkot College, the Principal occasionally gives lectures on astronomy and other useful subjects to the students. I may add that both Colleges are likely to prosper, as they have really met a want. The classes in the Colleges at Lahore are already become unwieldy, and it is desirable that there should be other Colleges to prevent their being flooded.

Appendix F.

Report on the Oriental College, Lahore

APPENDIX F.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1893-94.

The actual expenditure on the Oriental College during the year 1893-94 has been as follows :—

	College.			School.			Total.		
	Rs.	a.	p.	Rs	a	p	Rs.	a.	p
Establishment and Contingencies ...	21,116	7	7	4,730	0	0	25,846	7	7
Scholarships, &c	5,278	6	8	501	14	7	5,780	5	3
Total ...	26,394	14	3	5,231	14	7	31,626	12	10

being a decrease of Rs. 1,152-0-3 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p
In the College Department	474	12	0
In the School Department	19	8	0
TOTAL ...	494	4	0
Miscellaneous Receipts, &c.			
Savings from Stipends, &c.	25	9	6
GRAND TOTAL ...	519	13	6

NUMBER OF SCHOLARS ON THE ROLL ON 31ST MARCH, 1894.

COLLEGE DEPARTMENT.

Reading for Degrees—

For the M A. Degree in Sanskrit and Arabic	3
Do. M. O. L. Degree in Arabic	1
Do. B. O. L Degree in Urdú	8
Total ...	12

Reading for the Intermediate Examination—

For the Intermediate Examination in Urdú	3
Total ...	3

Reading for the Oriental Titles Examinations—

For the Shástrí or Honors in Sanskrit	5
Do. Vishárada or High Proficiency in Sanskrit ...	12
Do. Maulaví Fázil or Honors in Arabic	10
Do. Maulaví 'Alim or High Proficiency in Arabic ...	11
Do. Munshí Fázil or Honors in Persian	6
Do. Munshí 'Alim or High Proficiency in Persian ...	8
Do. High Proficiency and Honors in Gurmukhí ...	6
Total ...	58
The total number of students in the College Department ...	73

Appendix F.

Report on the Oriental College, Lahore.

SCHOOL DEPARTMENT.

Reading for the Entrance Examination—

For the Entrance Examination in Urdú	7
Total ...	7

Reading for the Oriental Titles Examinations—

For Proficiency in Sanskrit	25
Ditto Arabic	6
Ditto Persian	7
Ditto Gurmukhí	9
Total ...	47
The total number of students in the School Department ...	54

The number of scholarship-holders and stipendiaries on 31st March, 1894, and the average expenditure per student were as follow :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government Scholarship-holders ...	6	·13
University ditto ...	16	9·7
Endowed or Special* ditto ...	7	15·4
Stipendiaries	24	3·3
Receiving no Scholarship or Stipend ...	21	...
Total ...	74 †	
School Department.		
University Scholarship-holders ...	4	4
Endowed or Special ditto	1	3·9
Stipendiaries	12	1·7
Receiving no Scholarship or Stipend ...	37	...
Total ...	54	

The following table shows the number of students of each class who went up for the University Examinations in 1894, and of those who passed :—

CLASSES.		Number on the Roll on 31st March, 1894.	Went up for Examinations.	Number passed.	Percentage of passed students.	REMARKS.
1		2	3	4	5	6
ARTS ...	Entrance, 2nd year { Hindí...	...	...	...	...	
	Entrance, 2nd year { Urdú ...	3	3	3	100	
	Intermediate, 2nd year ...	2	2	2	100	
	B. O. L., 2nd year	6	5	5	100	
	M. O. L., 2nd year	...	...	...	...	
	M. A., 2nd year	2	2	1	50	
SANSKRIT	Proficiency, 2nd year ...	12	12	8	66	
	High Proficiency, 2nd year ...	6	6	3	50	
	Honors, 2nd year	3	3	3	100	
ARABIC ...	Proficiency, 2nd year ...	3	3	1	33	
	High Proficiency, 2nd year ...	5	5	5	100	
	Honors, 2nd year	6	6	5	83	
PERSIAN ...	Proficiency, 2nd year ...	4	4	1	25	
	High Proficiency, 2nd year ...	5	5	4	80	
	Honors, 2nd year	5	5	4	80	
GURMUKHÍ	Proficiency, 2nd year ...	3	3	2	66	
	High Proficiency	1	1	...	...	
	Honors in Gurmukhí	2	...	...	...	
ENGLISH ...	Special Examination for Oriental Titles Candidates.	13	5	5	100	
	TOTAL ...	81	70	52	74·3%	

* Includes the Bahawalpur Arabic Scholar who did not belong to any of the College Classes.

† *See* note above.

Appendix F.

Report on the Oriental College, Lahore.

The following comparative statement shows numbers and pass percentages of candidates at Oriental Faculty Examinations generally and those of candidates from the Oriental College :—

Name of Examination.	Total No. of candidates.	No. of candidates from Oriental College.	General pass percentage.	Pass percentage of Oriental College candidates	REMARKS.
Entrance (O.F.) ...	17	3	65	100	Three Oriental College students gained University Scholarships.
Intermediate (O.F.) .	4	2	75	100	One Scholarship and Brandreth Prize gained by Oriental College student, who stood highest in order of merit.
B. O. L.	5	5	100	100	One Government and one University Scholarship gained by Oriental College student.
M. A.	21	2	57	50	Oriental College student stood highest in order of merit and earned three Gold Medals.
Prajna	92	12	43	66	
Vishárada	29	6	41	50	
Shástrí	13	3	85	100	Rattigan's Sanskrit Scholarship awarded to Oriental College student.
Maulaví	27	3	48	33	
Maulaví 'Alim	9	5	67	100	University Scholarship awarded to Oriental College student, who stood first in order of merit.
Maulaví Fázil	15	6	67	83	First place in order of merit and Bahá-walpur Scholarship gained by Oriental College student.
Munshí	49	4	45	25	University Scholarship awarded to Oriental College student, who stood first in order of merit.
Munshí 'Alim	15	5	73	80	
Munshí Fázil	22	5	77	80	First place in order of merit gained by Oriental College student.
Buddhimán	3	3	66	66	
Vidván	2	1	50	...	
English Test	7	5	100	100	First place in order of merit gained by Oriental College student

The following table shows the number of students on the rolls on March 31st, 1894, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	NAME OF CLASS.				TOTAL	REMARKS.
	B. A. Class.		*Intermediate Class.*			
	2nd Year.	1st Year.	2nd Year.	1st Year.		
Sanskrit	...	1	6	9	16	
Arabic	4	...	3	4	11	
Persian	29	11	26	40	106	
Arabic and Persian	2	..	...	...	2	
„ „ Sanskrit	...	...	...	...	...	
Sanskrit and Persian	...	...	...	...	...	
GRAND TOTAL ...	35	12	35	53	135	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College teachers, who took up San-

skrit, Arabic or Persian at the B. A. and the Intermediate (Arts) Examinations, 1894, and of those who passed *in these languages* :—

Classes.	Number on the Roll on 31st March, 1894.	Went up for the Examinations.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1	2	3	4	5	6
Sanskrit ... Intermediate	6	6	5	83	
Arabic .. B. A.*	4	4	4	100	
Arabic .. Intermediate	3	3	2	66	
Persian ... B. A. †	29	29	25	86	
Persian ... Intermediate ‡ . ..	26	26	24	92	
Total ...	67	67	60	89·6%	

* A student taught in the Oriental College stood highest in Arabic at the B. A. Examination.

† A student taught in the Oriental College stood highest in Persian at the B. A. Examination.

‡ A student taught in the Oriental College stood highest in Persian at the Intermediate (Arts) Examination.

The number of students receiving instruction in English was, on the 31st of March, 1894, as follows :—

	No. of students.
High School Class	8
Higher Middle Class	13
Lower Middle Class	10
III Primary Class	14
II Primary Class	23
I Primary Class	35
Total ...	103

Four students reading in the Oriental Titles Classes applied for and received dispensation from attendance at the hours of English instruction; among these 2 were blind.

On the other hand 2 *casual students* attended the classes formed for instruction in English besides the students shown above. These students had previously received English tuition in the Oriental College, but had left the institution on passing the highest Oriental Title Examination of their department.

Five students who had attended the Higher Middle Class during 1893-94 appeared in April, 1894, at the Special Examination in the English Language, instituted under the Revised Regulations of 1892 for Oriental Language Examination candidates desirous of obtaining Diplomas of Oriental Titles.

All the candidates passed successfully the prescribed test, and thus became entitled to the Diplomas corresponding to the Oriental Language Examinations which they had passed in 1894. The names of the successful students, together with the Diplomas earned by them on passing the Examination in English, are as follows :—

Sultán Mahmúd	Maulaví Fázil Diploma.
Abú Muhammad	Maulaví 'Alim „
Rám Rang	Vishárada „
Mahmúd 'Ali	Munshí Fázil „
'Alim Dín	Munshí 'Alim „

Four more students of the Higher Middle Class had appeared as private candidates at the Anglo-Vernacular Middle School Examination of 1894, having prepared themselves privately in subjects other than English. All these students succeeded in passing the Middle School Examination, and were, therefore, promoted to the High School Class without having been required to present themselves for the Special Examination in English. Four other students of the Higher Middle Class could not appear at the Examination in English, as they prepared for the Gurmukhí Examinations, for which that additional test has not yet been instituted.

Appendix F.

Report on the Oriental College, Lahore.

Oriental College Library.

Considerable additions have been made to the Library of the Oriental College during the year under report by means of purchases which have caused a total expenditure of Rs. 498-6-0. The books acquired were chiefly critical Editions of Texts belonging to the Classical Literatures taught by the College and modern works relating to Oriental History and Philology. The purpose kept in view in connection with these additions has been, as in previous years, to place within reach of the teachers and pupils the means for acquiring a solid acquaintance with the methods and results of modern research as applied to the antiquities and languages of the East.

Among the acquisitions of the year a complete copy of the Berlin Academy's great Edition of the Texts belonging to the White Yajur Veda, comprising the *Vajasaneyi Samhitâ*, the *Satapatha Brâhmana* and the *Kâtyâyana Sutras*, with Uvata and Sayana's Commentaries, must be mentioned in the first place. Other important additions have been *Fick's* Comparative Dictionary of the Indo-European Languages, the first Volumes of the *Harvard* University's *Sanskrit Series*, Professor Cowell's Edition of the *Buddhacharita*, *Alberuni's* Chronology of Ancient Nations, *Bhimacharya's* Dictionary of *Nyaya* terms, &c. The Library continued to receive the following periodicals dealing with subjects of Oriental Philology: the "*Indian Antiquary*," the "*Vienna Oriental Journal*," and the "*Epigraphia Indica*." By the liberality of the Asiatic Society of Bengal the Library was supplied with the latest text publications of the "Bibliotheca Indica," and to the Punjab Text-Book Committee it was indebted for the present of a number of Vernacular works published in the Province.

During the year under report 73 works in 81 Volumes were added to the Library. Among these 39 works were received as presents from the Asiatic Society of Bengal, the Director of Public Instruction, Punjab, the Punjab Text-Book Committee, and other Donors.

House Examinations.

During the year 1893-94, 18 House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taken up by the students reading in the Degree and High School Classes. For the Oriental Titles Classes 16 House Examinations were held in the different branches of the Oriental Languages and Literatures taught and 2 House Examinations in English.

An Annual Examination was held at the close of the school-year, 1892-93, for the I Year Classes of the College and School comprising eight written papers. The promotions to the II Year Classes were made in accordance with the results shown by the students at this Annual Examination.

Remarks of the Oriental College Committee on the Statistical Report for 1893-94.

I.—The receipts of the Oriental College Budget for the year 1893-94 amounted to Rs. 22,094. Against this there is an expenditure of Rs. 19,702 in the year under report, so that a saving of Rs. 2,392 has accrued on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses, and on account of the absence of the Principal on furlough. To the saving on the Budget (Rs. 2,392) must be added receipts on account of fees (Rs. 494), making a total saving of Rs. 2,886.

II.—The total expenditure against the Oriental College Budget was Rs. 19,702, against Rs. 21,189 in the previous year. Towards this expenditure Rs. 3,120 were contributed by the Special Government Grant which has been sanctioned by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,950 (including Rs. 2,760 on account of substitutes for Assistant Professors transferred from the Government College, and Rs. 4,686 on account of Endowed Readers), and Rs. 975 were spent on account of Government Scholarships held by students of the College.

III.—The number of students on the roll on the 31st March, 1894, was 73 in the College and 54 in the School Department. These figures show an increase of one student in the College and of four students in the School Department against the number of students on the roll on the 31st March, 1893.

IV.—The scholars on the rolls on the 31st March, 1894, were divided according to creed as follows :—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	24	41	8	73
School do. ...	31	16	7	54
Total ...	55	57	15	127

V.—The following was the number of scholarship-holders (Government and University) and stipendiaries on the 31st March, 1894 :—

	Scholarship-holders.	*Stipendiaries.*	*Without Scholarship or Stipend.*	*Total.*
College Department ...	28	24	21	73
School do. ...	5	12	37	54
Total ...	33	36	58	127

By a comparison of the above figures with those reported on the close of the previous school-year, it will be seen that, while the number of stipendiaries has remained the same, and the number of scholarship-holders has been reduced by six, there has been a considerable increase (11) in the number of students reading without scholarship or stipend.

VI.—In addition to students actually belonging to the Oriental College, 135 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Seven teachers (among them the Principal) were either permanently or for part of their time engaged in the tuition of these classes.

VII.—The Scheme of Studies gives full information regarding the courses of lectures given to the several classes of the College and School Departments. These courses of instruction were based upon the courses of reading prescribed for the various Oriental Language and Degree Examinations of the Punjab University, and their arrangement shows that the tuition of the Arts and Oriental Title Classes, both in the College and School, continues to be carried on in strict conformity with the principles laid down by the Sub-Committee which considered in 1888 the re-organisation of the College.

The report futher contains a detailed account of the tuition in English which is maintained under the recommendations of the same Sub-Committee and in conformity with the Revised Regulations for the award of Oriental Title Diplomas for students reading in Oriental Titles Classes. The progress made in this branch of instruction was tested by the Special Examination in the English Language held by the University under the Revised Regulations, with the result that *all* the students (5) who had received the requisite amount of tuition, and were thus prepared to present themselves at the Examination, passed successfully and qualified for Diplomas of Oriental Titles. The Committee hopes that these students will find opportunities as teachers of Schools or Colleges to utilise their training in giving instruction in Classical Languages through the medium of English and in accordance with modern methods.

VIII.—The detailed statement given on page xxi of the Report will show that students of the Oriental College presented themselves at not less than 16 different Examinations of the University for 1894. The results recorded for those various examinations show a considerably increased average of passes, 74·3 % of the candidates from the Oriental College having been successful against 66·1 % in the preceding year. From the comparative statement given on page xxii, it will be seen that the pass percentages obtained by the Oriental College were in nine examinations higher than those recorded for the total of the candidates, and in three examinations equal to the latter.

Appendix F

Report on the Oriental College, Lahore.

In six examinations, *viz.*, B. O. L., Intermediate (O.F.), Entrance (O.F.), Shástrí, Maulaví 'Alim, English Test,—the pass percentage for Oriental College students amounted to fully 100. It may also be noted that the total number of students (52) who have passed University Examinations in 1894 from the Oriental College was higher than that in any previous year since 1887.

The results of the year are also favorably characterised by the distinction which individual students of the Oriental College gained in these examinations. In the M.A. Examination the highest number of marks was gained by a candidate from the Oriental College who took up a subject of Arabic. It may be noted that this was the first candidate who has succeeded in gaining the M.A. Degree in that Language since the foundation of the University. In eight examinations students from the Oriental College secured the highest place in the order of merit list. In the B.O.L. Examination, 3 out of the 5 successful candidates of the Oriental College were placed in the Second Division, and similarly all candidates for the Entrance Examination (O.F.) who appeared from the College, succeeded in passing in the Second Division. The following list shows the examinations in which Oriental College students stood first in order of merit :—

M. A.	Examination (Arabic).
B. O. L.	"
Intermediate (O. F.)	"
Maulaví 'Alim	"
Maulaví Fázil	"
Munshí	"
Munshí Fázil	"
English Test	"

In accordance with the success attending the above examinations, ten Government and University Scholarships, 3 Gold Medals, and one prize were secured by students of the Oriental College.

With reference to the results of the tuition given by the Oriental College Staff to students of the Government College, it may be noted with satisfaction that, as shown on page xxii of the Report, over 89 per cent. of all Government College students, who had taken up Oriental Classical Languages for the Intermediate and B. A. Examinations of 1894, passed with success in these languages in which they had received instruction in the Oriental College. This result was more favorable than any previously recorded for these classes. The highest places in Arabic and Persian at the B. A. Examination, and the first place at the Intermediate Examination, were secured by students who had received their tuition in these Languages in the Oriental College.

IX.—As in previous years, a regular system of House Examinations was maintained throughout the year under report. The award and tenure of stipends was, in accordance with the rules introduced in 1888, kept strictly dependent on the results obtained in these House Examinations.

With reference to the results shown by the students of the First Year Classes in the Annual College Examination a distribution of prizes took place on the 10th July, 1893. Prize books and money rewards had been provided for this purpose from donations made by the Vice-Chancellor, Mr. P. C. Chattarjí, F. S. Jamál-ud-díu, and other members of the College Committee. These were awarded by the Vice-Chancellor to the successful students after an address from the Principal and in the presence of the Committee and an invited company of guests.

X.—During the year under report the following changes in the teaching staff of the College have occurred :—

By the death of Pandit Gurú Prásáda, M. M., Head Pandit of the College, which took place on the 12th March, 1894, the College staff has lost one of its oldest and most efficient members, whose services in the Sanskrit Department reached back to the date of the foundation of the College. Pandit Gurú Prásáda had been ailing since the close of the year 1893, when he retired on sick leave to Benares, his native place. The Oriental College Committee as well as the Syndicate took occasion to record their high appreciation of the most valuable services which the late Head Pandit had rendered during a period extending over more than 23 years to the University and the Oriental College, and their regret at his death which deprived the institution of one of its most learned teachers.

Appendix F.

Report on the Oriental College, Lahore

The College Committee, with due regard to the importance of the post thus vacated, took early steps to secure a competent successor. The numerous applications which had been received for the appointment from different parts of India were carefully considered after the close of the year under report by the Vice-Chancellor and the College Committee, with the result that Pandit Sívadatta, formerly a teacher of the Sanskrit College, Jeypore, and the Editor of numerous well-known Sanskrit publications, was selected for appointment, first on probation for a period of three months. During the time of Pandit Gurú Prásada's illness, Pandit Syáma Dás was employed as Temporary Assistant Sanskrit Teacher to aid the College Staff in carrying on the tuition of the Sanskrit Classes of the Head Pandit.

During the year under report the Principal availed himself of six months' furlough to Europe, which began in the middle of July, and thus included the period of the Annual Vacation. During the remaining months of his absence, the late Head Pandit officiated as Superintendent of the Oriental College, and carried on the administrative duties of the Principal to the entire satisfaction of the Committee.

Shaikh Rahím Bakhsh, M.A., McLeod Arabic Reader, having been appointed for probationary service as Extra Assistant Commissioner, was permitted to resign his Readership from the 1st of March, 1894, after having discharged the teaching duties attached to the post for a period of over four years with conspicuous success. Since the close of the year under report Chaudhrí 'Ali Gauhar, who had distinguished himself by passing the M. A. Examination of 1894 in Arabic from the Oriental College, was appointed to the vacant Readership.

On the 5th May, 1893, L. Lakhsman Dás, who had gained distinction in the B. A. Examination of the year, by standing highest in Sanskrit, took up the work of Kashmír-Sanskrit Reader on the Syndicate's nomination, and has since rendered valuable services in connection with the Sanskrit tuition of students belonging to the Government College while continuing his studies under the Principal's guidance for the M. A. Examination in Sanskrit.

Assistant Surgeon Amír Shah having been obliged to relinquish the appointment of the Kapurthala Natural Science Reader under the revised rules after a successful service of 11 years, L. Ruchí Rám, M.A., who had distinguished himself as a student, and subsequently as a Teacher of Science in the Government College, Lahore, was nominated to the vacant Readership with effect from 5th June, 1894.

Bhái Múl Singh, Assistant English Teacher, was granted leave, without pay, for six months from the 20th October, 1893, in order to enable him to take up a post in the Khálsa School, Amritsar. His duties were carried on by Lála Jívan Mal, holding an Anglo-Vernacular Junior Teacher Certificate, who was subsequently, on Bhái Múl Singh's resignation, confirmed in the appointment.

During the year under report M. 'Abdulla, Head Maulaví of the College, received the desired permission to resign the post of Superintendent of the Muhammadan Boarding House, with special regard to the fact that it was impossible for him to reside in the Boarding House. His duties were entrusted to Qází Zafar-ud-dín, Second Maulaví of the College.

M. Md. Shafiq-ul-Rahmán succeeded in June, 1893, to the Bahá'walpur Arabic Readership, having stood first at the Maulaví Fázil Examination of the year. In accordance with the arrangements followed in previous years he was employed as Teacher of Arabic in the School Department.

Appendix G

Report on the Medical College and School

APPENDIX G.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1893-94.

Students.—The number of students attending the College and School during the year was 475, as compared with 397 in 1892-93, an increase of 78.

Of the total number 189 were attending the College in the University Class, and 286 the School in the Hospital Assistant Class, the figures for the previous year being respectively 158 and 239.

The increased attendance at the College was mainly made up of "free" or private students coming from various parts of India, including many from Bengal. Local scholarship-holders increased from 15 to 19. The number of students in the School varies from year to year, for the most part, according to the number of students ordered to be recruited for service under Government in the Military or Civil Department. During the past year Military medical pupils increased by 14, Civil pupils by 4, Local Fund stipend-holders by 13, and "free" or private students by 11. Female students increased from 4 to 7.

Examinations.—Sixty candidates appeared at the First University Examination; of these 3 withdrew owing to sickness or other causes before the examination was completed, and of the remaining 57, 17 or 29 per cent. satisfied the Examiners. At the Second or Final Examination 36 candidates entered their names; of these 2 withdrew—1 on account of sickness and 1 for private reasons before the examination commenced. Of the 34 who completed the examination, 7 or a little over 20 per cent. passed, 1 candidate obtaining the degree of M. B.

These results are so unsatisfactory it seems necessary to attempt an analysis of the causes leading up to them.

Apart from the fact that medical examinations are year by year increasing in scope and severity in consequence of the rapid advances made in Medicine and its allied Sciences during recent years, the following factors appear to have operated in rendering the results of the examinations under review what they are:—

(1). *Deficient preliminary education of the students.*—Attention has in former reports been directed to the fact that the Entrance Examination of Indian Universities, which, under existing regulations, qualifies for admission to the Medical Examinations of the Punjab University, is an insufficient test of general education in the case of medical students of the present day. Even in English Schools of Medicine where higher preliminary tests are exacted, students find considerable difficulty in following the lectures and understanding the text-books during their first year of study at all events. It is evident, therefore, that Indian students who have only reached such a minimum standard in general education as the Entrance Examination, and who are under the disadvantage of having to study abstruse sciences in a foreign language, must have much greater difficulties to contend with. It is scarcely to be expected that a student who cannot spell correctly or understand ordinary English words can acquire, in the allotted time, such an acquaintance with complex Sciences of the nature of modern Physiology and Chemistry as will satisfy University Examiners. This defect in general education is thus undoubtedly a powerful factor in the results of the Junior Examinations, and will be brought to the notice of the Syndicate of the University at an early date.

(2). *Inadequacy of the Teaching Staff of the College in point of numbers.*—The fact that the number of students attending

the College is outgrowing the capabilities of the Teaching Staff was commented upon in two previous reports. During the last five years the number of students in the University Class has risen from 85 to 189, and, as each member of the Professorial Staff, except the Professor of Anatomy, who has special duties, is required to teach at least two subjects, it will be at once evident that the individual attention given to each student must of necessity have been reduced in a serious degree.

In former years the Professors fulfilled the functions, not only of Professors, but also those of what are conventionally known as "grinders;" this, however, has now become an impossibility owing to the greatly increased size of the classes, and as the students are in most instances still in a stage in which they require, so as to speak, to be "spoonfed," it is scarcely a matter for surprise that a good many of them should fail.

It has been suggested that the frequent changes which have occurred in the Professorial Staff during the past year have had a deleterious effect on the work of the College, but this is not borne out by the results of the examinations, as the largest number of failures took place in Anatomy and Physiology, the Professors of which have not been changed during the past six years. It is evident, therefore, that the inadequacy of the Teaching Staff of the College in point of numbers is a matter which requires serious attention; and a comparison of the establishment with those of other great Medical Schools in India will show how great the inadequacy is.

(3). *Defects in the system of examining.*—The statutes of the Punjab University require that written examinations shall be conducted by persons other than those engaged in teaching the candidates, and in the case of the Examinations in Medicine it is necessary to select Examiners from amongst the Professors in the other Medical Colleges in India. There is no objection to this system in theory; but in practice it is found to have disadvantages which tell on the results of the examinations. Every Examiner has peculiarities, both as regards his questions and his system of marking, and in the case of other Universities the final results of an examination are not declared until the Examiners have met together and discussed the claims of each candidate. At these meetings any prominent peculiarities existing in a question paper or in the marks in a certain subject are discussed, and, if necessary, allowance made for them. In the case of the Punjab University such meetings of Examiners are impossible, and hitherto there has been no provision in the regulations under which reference can be made to an Examiner unless formal objections are lodged against any of the questions set. Instances have occurred where Examiners have confessed their ignorance of the pass standard of marks, and in the recent examinations several students failed in some subjects by one mark out of a total of 200. The regulations of the University also require that each candidate shall obtain 50 per cent. of the aggregate marks allotted in the examination, and amongst the candidates who recently failed to qualify in the Senior Examination six passed in all the subjects, but fell short of the compulsory aggregate by a few marks only; one candidate failed, by 2 marks only, another by 7, another by 8, and another by 10, the necessary number being 675. If marking were done with mathematical precision no objection could be made to these failures; but the fact that marking is by no means accurately done is so far recognized in other Universities that cases such as those referred to would be revised and the candidates passed. Any attempt to lower the standard of the examination would be disastrous; but it appears that the peculiar position in which the Punjab University is placed has a tendency to render its Examinations in Medicine a more uncertain and inaccurate test than those of other Universities in India or elsewhere.

Appendix G.

Report on the Medical College and School.

The foregoing seem to be the chief influences affecting the results of the examinations, and there is no reason whatever to believe that there has been a falling-off in the teaching work done in the College.

At the Final Examination for the Hospital Assistant Diploma held in March, 1894, 59 candidates appeared, of whom 34 passed, 2 of these being females.

Attainments of students.—Sufficient has already been said regarding the general education of students in the University Class. An evidence of the general advance in education in the Punjab exists in the fact that, with very few exceptions, all the candidates for admission to the Hospital Assistant Class had passed the Anglo-Vernacular Middle School "Examination," whilst a much larger number than in former years had passed the Entrance Examination of the Punjab University. It is quite exceptional now to find a student who has not some knowledge of English, and many in the Hospital Assistant Class have a fairly good general education.

Expenditure (College).—The decrease of Rs. 10,065 in the expenditure from Provincial Revenues took place under the head of "Establishment," owing to the absence of the Principal on deputation, and the Professors of Chemistry and Pathology on furlough during part of the year, the officiating officers receiving less pay. The expenditure under the head of "Endowments and other Sources" was also less than that during the preceding year by Rs. 3,091, owing to a diminution in the amount spent in the purchase of furniture and appliances from the College Fund as compared with the figures for that year.

Fees paid by students increased by Rs. 1,732 during the year under review, the total receipts being Rs. 4,960. This increase is the result of the rapid growth in the attendance of students.

(*School*).—Expenditure from Provincial Revenues increased by Rs. 602, as compared with that for 1892 93, owing to the inclusion of an allowance of Rs. 50 paid to Assistant Surgeon Brij Lál Ghose, Rái Bahádur, in the expenditure of the School. In former years this expenditure was debited to the Mayo Hospital.

The total expenditure in the College and School amounted to Rs. 87,961, as against Rs. 98,825 in the preceding year; in this total, however, is included an item of Rs. 4,960, which, although in reality income from fees, is in accordance with the peculiar form in which the accounts are required to be presented, shown as expenditure. Deducting this sum the total expenditure stands at Rs. 83,001, which, divided amongst 475 students, represents an average cost of Rs. 175, as compared with Rs. 241 in the preceding year.

Scholarships and Stipends.—No change took place in the number of Government Scholarships sanctioned during the past year. The increase of Rs. 128 shown in the expenditure under this head from Provincial Revenues was caused by the admission of an additional female student, the number of scholarships sanctioned not being fully taken up in 1892-93. An increase of Rs. 80 took place in the amount paid in scholarships from Municipal Funds, owing to the allotment of a scholarship by the Delhi Municipality to a student selected by that body. Expenditure on scholarships paid from "Other Sources" increased by Rs. 737 in consequence of an increase in the rate of the scholarships paid by the Countess of Dufferin Fund to some of the female students, and also in consequence of the grant of a scholarship of Rs. 16 per mensem to a student of the Jind State.

Stipends.—The expenditure under this head increased by Rs. 5,507, as compared with the figures for 1892-93, owing to an increase of 36 in the number of stipends granted by Government to students in the Military, Civil and Burma Classes. As already stated, the number of stipends varies from year to year in accordance with the number of recruits required by Government. Of the total number of students attending the School 87·4 per cent. were in receipt of stipends, as against 89·5 per cent. in the previous year.

Appendix G.

Report on the Medical College and School.

General Remarks.—Dr. F. J. Drury officiated as Professor of Pathology from the commencement of the year to the 15th August, 1893, and Dr. F. H. Burton Brown from that date up to the close of the year, during the absence on furlough of Dr. J. Murray. Dr. Fenton Evans officiated as Professor of Chemistry from the commencement of the year to the 15th November, 1893, and Dr. C. H. Bedford from that date to the close of the year, in the absence on furlough of Dr. D. St. J. D. Grant.

Dr. W. Coates was appointed Professor of Midwifery and Medical Jurisprudence on the 27th April, 1893, and, during his absence on deputation from the 10th November to the 22nd December, 1893, Dr. W. C. Roe officiated for him.

Dr. F. F. Perry officiated as Principal from the 19th April to the 13th November, 1893, during the absence on deputation of Dr. S. H. Browne.

At the close of the year Drs. R. H. Charles and F. F. Perry were transferred to other appointments, and it is no disparagement to their successors, Drs. J. C. Lamont and J. Clarke, to say that the College thereby sustained a serious loss; indeed it would have been difficult to devise a more severe blow at its efficiency than that which was involved in the simultaneous removal of Professors of Surgery and Anatomy who had both been in the College for many years, and whose ability had become widely recognized.

The past year has therefore been one of many and frequent changes in the Professorial Staff, a condition which must prove to some extent deleterious to the work of the College. The discipline during the year has been satisfactory.

No. 1.—NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1894.

	1893-94.	1892-93	Increase.	Decrease.
Medical College.				
Punjab Government scholarship-holders	28	30	...	2
Punjab Government female scholarship-holders	4	4	...	...
North-Western Provinces Government scholarship-holders	11	12	...	1
North-Western Provinces Government female scholarship-holders	1	...	1	...
District Fund scholarship-holders ...	2	4	...	2
Municipal Fund scholarship-holders	3	2	1	...
University and other scholarship-holders (including 8 of Dufferin Fund)	16	13	3	...
Punjab free students	99	64	35	...
North-Western Provinces free students	25	29	...	4
Total ...	189	158	31	...
Medical School.				
Military Medical pupils	97	83	14	...
Civil Medical pupils	36	32	4	...
Burma students	40	36	4	...
Hakím students	21	21	...	...
Government female students	7	4	3	...
Local students	48	35	13	...
Local female students	1	3	...	2
Free female students	1	1	...	...
Free students	35	24	11	...
Total ...	286	239	47	...

Appendix G.

Report on the Medical College and School.

No. 2.—EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES FOR 1893-94.

	1893-94.	1892-93.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	(a) 64,020 *	74,085	...	10,065
Endowments and other sources ...	(b) 1,771	4,862	...	3,091
Fees	(c) 4,960 †	3,228	1,732	...
MEDICAL SCHOOL.				
Provincial Revenues	15,542	14,940	602	...
Municipal Funds	28	28	...	...
District Funds	20	20	...	...
Subscriptions	35	36	...	1
Endowments and other sources ...	(d) 1,585	1,626	...	41
Total ...	87,961	98,825	...	10,864

* This item includes Rs. 1,564 on account of cost of chemicals and apparatus received for the Chemical Laboratory in April, 1894, and adjusted by the Accountant-General, Punjab, in his accounts for March, 1894, finally from the grant for the year 1893-94.

† This includes the sum of Rs. 182 spent in the purchase of chemicals, &c.

Notes by the Director of Public Instruction.

(a). Includes Rs. 3,903 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College.—

	Rs.
District Funds	2,056
Municipal Funds	1,847

Also includes Rs. 1,564 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

(b). This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

(c). Includes Rs. 182 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

(d). Includes Rs. 1,364 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and shown as such in General Tables.

No. 3.—STATEMENT OF SCHOLARSHIPS FOR THE YEAR 1893-94.

		1893-94.	1892-93.	Increase.	Decrease.
	MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues ...	8,025	7,897	128	...
	District Funds ...	226	532	...	306
	Municipal Funds ...	300	220	80	...
	University Funds ...	...	6	...	6
	Other sources ...	3,202	2,465	737	...
	MEDICAL SCHOOL.				
	Provincial Revenues ...	22,277	18,155	4,122	...
	District Funds ...	1,937	2,030	...	93
	Municipal Funds ...	597	502	95	...
	Other sources ...	3,000	2,250	750	...
	Total ...	39,564	34,057	5,507	...
	MEDICAL COLLEGE.				
No. of Scholarship-holders.	Government Scholarships	46	46	...	...
	District Scholarships ...	2	4	...	2
	Municipal Scholarships ..	2	2	...	...
	University and other Scholarships	15	13	2	...
	MEDICAL SCHOOL.				
No. of Stipend-holders.	Government Stipends ...	201	176	25	...
	District Stipends ...	18	17	1	...
	Municipal Stipends ...	5	4	1	...
	Other Stipends	26	17	9	...
	Total ...	315	279	36	...

No. 4.—STATEMENT SHOWING RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1893-94.

Name of Examination.		Number of examiners.	Number of Passes.							Remarks.
			Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Mohammadans.	Others.	Total	
Medical College.										
Junior Examination	Boys	48	...	...	9	2	5	...	16	
	Girls	9	...	1	..	...	...	...	1	
Senior Examination	Boys	33	...	2	3	...	2	...	7	
	Girls	1	...	...	...	..	...	...	...	
Medical School.										
Final Examination	Boys	56	...	...	17	3	12	...	32	
	Girls	3	...	...	...	...	2	...	2	

Appendix H.

Report on the Central Training College, Lahore.

APPENDIX H.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1893-94.

On April 1st, 1893, the staff of the College was constituted as follows:—

F. Haden Cope, Esquire, M.A., (Cantab.), Principal;

Lála Munshí Lál, M.A., (P. U.), Assistant Superintendent;

„ Jíya Rám, M.A., (P. U.), First Master and Translator (on furlough);

„ Súraj Naráin, Officiating First Master and Translator;

Pandit Iqbál Kishan, M.A., (P. U.), Second Master and Translator;

Lála Khushí Rám, M.A., (P. U.), Science Master;

M. Ahsán' Alí Khán, Oriental Teacher.

The following changes took place during the year :—

On July 8th I handed over the Principalship to Mr. Knowlton and proceeded to act as Inspector of Schools, Delhi Circle, for Mr. Harvey, and then for Mr. Lewis, M.A, Rái Bahádur Piyáre Lál, and Lála Ságar Chand, B.A., the Inspectors, respectively, of the Lahore, Jullundur, and Ráwalpindi Circles. I only rejoined the College on March 26th of the present year, so that I know but little of my own knowledge of the working of the College for eight and a half of the twelve months under review. The following is a detailed list of the changes which took place in the staff during the period :—

Lála Munshí Lál, M.A, was appointed to officiate for the Head Master of the Central Model School on the 8th of July, 1893, and Pandit Rám Lachhman officiated for the Assistant Superintendent of the Central Training College from 18th July, 1893, to September, 1893, after which M. 'Umr-ud-dín, M.A., acted as Assistant Superintendent up to 26th March, 1894.

Lála Jíya Rám, M.A., First Master and Translator, obtained extension of leave without allowances for one year from 1st February, 1894, and Lála Súraj Naráin officiated for him as First Assistant Master and Translator up to 26th September, 1893, when he was transferred to Delhi as Head Master, Normal School. M. Barkat 'Alí, B.A., District Inspector of Schools, Montgomery, was then called to officiate as First Assistant Master and Translator.

Appendix H.

Report on the Central Training College, Lahore.

The following are the statistics in the prescribed form for the year under review :—

		1893 94	1892-93.	Increase.	Decrease.
		No.	No.	No.	No.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class ... Teachers	2	2	...	...
	Senior Anglo-Vernacular Class ... Others ..	11	10	1	...
	Total ...	13	12	1	...
	Junior Anglo-Vernacular Class . Teachers	6	5	1	..
	Junior Anglo-Vernacular Class . Others ..	15	15	...	...
	Total ...	21	20	1	..
	Senior Vernacular Class... Teachers	1	9	...	8
	Senior Vernacular Class... Others...	21	22	...	1
	Total ...	22	31	...	9
	Total ... Teachers	9	16	...	7
	Total ... Others...	47	47	..	...
	Grand Total ...	56	63	...	7
		Rs	Rs.	Rs.	Rs.
Expenditure.	On Establishments and Contingencies. From Provincial Revenues	15,598	16,311	...	713
	On Establishments and Contingencies. „ other sources ...	..	43	...	43
	Total	15,598	16,354	..	756
	On Stipends . From Provincial Revenues	8,206	7,614	592	..
	On Stipends . „ District Funds	306	...	306	.
	Total	8,512	7,614	898	...
	Grand Total	24,110	23,968	142	...
		No.	No.	No.	No.
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination	11	8	3	...
	Junior Anglo-Vernacular Certificate Examination	14	11	3	...
	Senior Vernacular Certificate Examination	16	25	...	9
	Number of Government stipendiaries ...	47	58	...	11
	Ditto other stipendiary students ..	9	4	5	...
	Ditto non-stipendiary students ...	...	1	...	1

Number and distribution of students.

Owing to the change in the date of the commencement of the session for Training Institutions, my report must differ somewhat in its scope from those of former years. During the period under review there were two sets of classes in the College, one, which I will call, for the sake of convenience, "The Old," who joined the College in October, 1892, and went up for the examinations in July, 1893 ; and the other, which I will call "The New," who joined in April, 1893, and went up for their examinations in April, 1894. In my last year's report I gave the number and distribution of students in "The Old" Classes, and now shall give you corresponding particulars of "The New" Classes ; but, as I have received instructions from you that I am to embody in this report the results of the examinations held in April, 1894, that is, of the examinations in which the men of my New Classes appeared, I shall, for this year only, have two sets of examinations to deal with, as there were double classes this year, as the new session in 1893 commenced on the 1st May. The number of the students on the rolls from 1st May, 1893, to July, 1893, was 61 + 56, and after that 56 only, against 77 in 1892. My new Senior Anglo-Vernacular Class was composed of 3 B. As. and 10 F. As. (two of whom were teachers sent in by Inspectors), while the old was composed of 2 B. As. and 10 F. As.

The new Junior Anglo-Vernacular Class contained 6 teachers and 15 others, and the old contained 20 men, against 27 in 1892.

I had numerous applications for admission to the Anglo-Vernacular Classes, though some of the men who applied informally did not fill, sign, and return the forms of application sent to them. The new Vernacular Class contained one teacher and 21 others, and the old 29 men. The teacher was paid by the Inspector from his allotment.

Appendix H

Report on the Central Training College, Lahore.

Expenditure.

The total expenditure during the year under report was Rs. 24,110, as against Rs. 23,968 in the previous year, or an increase of Rs. 142. The difference between the total expenditure of the year under report and the year previous to it is a slight one. There was a decrease of Rs. 756 in the expenditure on Establishment and Contingencies; but this decrease was more than counteracted by an increase of Rs. 898 in the expenditure on stipends.

Results of Examinations.

From "The Old" Senior Anglo-Vernacular Class 12 men appeared in the examination and 8 passed, of whom 3 stood in the First Division, as against 10 passes with 4 men in the First Division out of 16 candidates in the previous year. From "The New" Senior Anglo-Vernacular Class 13 men appeared in the Certificate Examination in April last, of whom 11 passed in the First Division.

All the men who failed did so in School Management. There were no failures in any of the other compulsory subjects; but 3 men out of each class failed in Mathematics. It is satisfactory to notice that the marks for the Practice of Teaching, and in a lesser degree for English, show an upward tendency from year to year. From "The Old" Junior Anglo-Vernacular Class 20 men went up and 11 passed, as against 17 out of 27 in 1892; and from "The New" Junior Anglo-Vernacular Class 14 men out of 21 sent up were successful. All the failures were in School Management; but from "The Old" Class 2 men failed in English also.

Great pains are taken in the teaching of School Management in the College, and the failures ought not to be so common as they are. I attribute them partly to the inexactness of the students, and the desire they all seem to have to write as much as possible, without thinking over or looking over the answers they show up, and partly, this in the case of the juniors, to the fact that the Entrance Examination of the Punjab University is not a sufficiently severe test in English for men to enter a College on. It is true that I hold an Entrance Examination myself, and so manage to weed out a number of the worst men; but even when this has been done, I find that I have but very inferior material to work on. The youths fresh from High Schools display a general ignorance of English, and show an inability to explain in it, or to understand lectures delivered in English, which would surprise any one who was not acquainted with the way in which the subject is taught in the average Middle or High School. As the rules of the Punjab Educational Code become more and more carefully observed, we may expect a corresponding improvement in our Training College results, as we shall have more time at our disposal for our legitimate College work, and shall not have to spend, as we have at present to do, a very considerable portion of our all too short session in instructing the young men who join in the English language and in teaching what they ought to have learnt in High Schools.

From "The Old" Senior Vernacular Class 29 men went up and 25 passed, as against 24 passes out of 34 in 1892. From "The New" Class 22 men appeared and 16 passed.

The failures call for no special comment; but I think that the marks obtained by the men of "The New" Class in Urdú were decidedly unsatisfactory, 14 men out of 22 getting less than 50 per cent. apiece, and 4 men obtaining a bare pass only; I shall see that in the current session the subject receives greater attention.

Criticism Lessons.

These lessons were delivered as in previous years, and Mr. Knowlton, when officiating as Principal, took special pains with them, and gave notes and hints of his, and some criticism forms published in book form have been found of great use to the students.

Physical Training

This was not all that it should have been, as we had not, until last summer, a proper Gymnasium, and our teachers are not as well qualified as I could wish. Drill and Gymnastics are now, however, being taught systematically as parts of the College course, and I have every hope of much better results next year.

Boarding House.

Since the close of the year under report the students have been moved into the new Boarding House attached to the College, which will be, when finished, a building in every way suited to our requirements.

Throughout the year the conduct of the students in the Boarding House was most satisfactory. The men seemed happy and contented, and pulled well together. There were no disturbances or dissensions of any sort, nor were any signs visible of a spirit of unrest or upheaval such as we sometimes hear of among students at the present time.

Appendix H.

Report on the Central Training College, Lahore.

This has been uniformly satisfactory, and I have no new remarks to offer under this head.

Conduct of the students.

This was largely used for practising purposes. All the men went to it in rotation and taught there under the superintendence of the Head Master, as in former years. They also attended the school simply for the purpose of listening to the teaching of the Model School Masters and observing their methods. The notes for the guidance of teachers when working in the Model School, Criticism Lesson Note Books, and Notes on Intellectual Education, all drawn up by Mr. Knowlton and used by the students, proved of great service, and distinctly, I think, improved the men's methods, as is seen by the high marks obtained by most of the men in the practical examination.

The Model School

TRANSLATION DEPARTMENT.

The annexed statement of the work of the Translation Department will show that the Translators, who are also Teachers in the College, have done a considerable amount of valuable work.

The staff consisted, as usual, of the Frist and Second Assistant Masters and Translators, part of whose time is given to teaching in the College and part to translation work, compilation, revision, and reviewing of books. The post of the First Assistant Master and Translator was held by Lála Súraj Naráin from 1st April, 1893, to 26th September, 1893, as Lála Jíya Rám, M.A., was on furlough, and when Lála Súraj Naráin was transferred to the Delhi Normal School, it was held by M. Barkat 'Alí, B.A., from 1st November, 1893. The post of the Second Assistant Master and Translator was held by Pandit Iqbál Kishan from 30th March, 1893, to 31st March, 1894.

The work actually done by the staff amounts to—

(1). Revision and correction of the Geographical Reader for the Second Lower Primary Class, of translation of Fitch's Lectures, of Makhzan-i-Nasáyih, of Qá'ida-i-Muhammadí, of Urdú Qá'ida, and of the Persian Qá'ida.

(2). Translation of 9 Circulars of some Lesson Sheets and of Correction Slips.

(3). Reviewing of 10 books.

(4). Comparison of present and previous text-books in Arithmetic for Primary Schools and suggestions about these.

The work of each member of the staff is shown below :—

Lala Suraj Narain.

(1). Revised and corrected the Geographical Reader for the Second Lower Primary Class, the translation of Fitch's Lectures, the Makhzan-i-Nasáyih, the Qá'ida-i-Muhammadí, the Urdú Qá'ida, and the Persian Qá'ida.

(2). Translated 3 Circulars and 5 Lesson Sheets.

M. Barkat 'Ali.

Translated 2 Circulars in addition to Correction Slips (13 pages).

Pandit Iqbal Kishan.

(1). Translated 4 Circulars in addition to Correction Slips (9 pages) and some sheets.

(2). Reviewed Khán Khánán Náma, the Tafríh-ul-Tulba, the Third Agricultural Reader, the Mensuration for Middle Schools by Mr. Francis, the Life of Dr. Anandí Bái Joshí in Urdú, the Parts 1 and 2 of translation of Rick's Elementary Arithmetic, the Tahzíb-ul-Nafs, and the Anwar-ul-Akhláq.

(3). Compared the present and previous text-books in Arithmetic for Primary Schools, and prepared suggestions in conjunction with M. 'Umr-ud-dín, M.A.

Appendix I.

Report on the Veterinary College, Lahore

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE VETERINARY COLLEGE, LAHORE, FOR THE YEAR 1893-94.

I have the honor to forward, for your information, the Annual Educational Report of the Lahore Veterinary School for the year 1893-94.

New students.

The number of new students that entered this summer session was 49, *viz.*, 19 Military, 11 District, Municipal, State, and Wace scholarship-holders, and 19 free or unpaid students. For these 28 vacancies, 77 civilian candidates presented themselves. This year the candidates were not examined by the Educational Department, as they have now to be in possession of the Middle School Educational Certificate, *vide* letter, No. 1479, dated 5th September, 1892, from the Director of Land Records and Agriculture, Punjab. I do not think by this that there will ever be any lack of candidates, and I expect that they will be of a superior sort. Certainly the men who have entered this year are much superior in intelligence to those of former years.

Imperial Revenues. Appendix A.

2. There is an increase of Rs. 1,929 over last year on account of the Exchange Compensation Allowance drawn by the European Officers, and also on account of the whole of the Professor's pay being included, whereas formerly only the staff pay was drawn under this head.

Provincial expenditure.

There is a decrease of Rs. 1,206 over last year on account of decrease in the amount allowed in the Budget, the allotment for 1892-93 being Rs. 7,998, while it was for the year under report only Rs. 5,960, or Rs. 2,038 less than last year.

Income.

3. The income of the College from Fees and the Forge is Rs. 3,827-3-6, showing a decrease of Rs. 281-2-9 over last year. This I account for by the fall in exchange. Most of the paying patients are the property of the European inhabitants, "chiefly officials and others," in the neighbourhood of Lahore, and the loss they incur on home and family remittances is so great that they are obliged to cut down their personal expenditure in India "their horses amongst other things," and live in a different way to what they formerly did.

Stipends. Appendix B.

4. The stipends paid to students are shown in Appendix B, and are 25 compared to 27 last year.

Scholarships.

The scholarships in the College are—2 Provincial, of Rs. 8 and 6 per mensem, 5 from the John Lawrence Memorial Fund, and 2 from the Wace Memorial Fund of Rs. 15 and 11 each per mensem.

Final Examination. Appendix C.

5. The results of the Final Examination are shown in Appendix C. The total number of students who presented themselves for examination was 35, of whom 26 passed. This year the standard required to pass has been raised, *vide* Punjab Government letter, No. 223, dated 23rd March, 1893, to the old First Class, *viz.*, 40 per cent. of the marks required in each subject, and 50 per cent. of the total. The old Second Class standard of 25 per cent. in each subject and 35 per cent. of the total entitles the student to remain for one year more and to again come up for examination, when, if he again fails, he will have to leave the College.

Junior Examination.

6. The Examination of the Junior or First Year students for admission to the Senior or Second Year Class commenced on 28th April, 1894. Forty-nine students were examined, out of which 2 failed. These have been sent back till next year, when, if they again fail, they will have to leave the College, for it is no use keeping, what, in the English Medical Schools, are known as "Chronic students" blocking out more promising candidates when the accommodation is limited.

Board of Examiners.

7. The Board of Examiners consisted of Veterinary Major G. Rayment, Superintendent, Civil Veterinary Department, North-Western Provinces and Oudh, President, and Veterinary Lieutenants H. Maxwell, Superintendent, Civil Veterinary Department, Belúchistán and Deraját, and R. L. Crauford, Superintendent, Civil Veterinary Department, South Punjab, Members.

Appendix I.

Report on the Veterinary College, Lahore.

Increase of Course of Study.

8. I still think that the Course of Study should be increased to three years. I have lately sent in a scheme for this to the Local Government, which, it is to be hoped, will be acted on. It will be noticed that out of the 9 candidates who failed, 7 did so in Surgery. This part of their education partakes of the nature of a handicraft, and personal supervision is required to be given to each student to enable him to acquire the necessary manual dexterity, and this I was quite unable to do. From 29th March, 1893, when Veterinary Lieutenant L. J. Blenkinsop, Professor at the Lahore Veterinary College, left for England, to 8th of November, 1893, when Veterinary Lieutenant Hugh A. Sullivan was appointed, I was entirely alone, and part of that time I was myself ill and unable to attend to my duties, or only able to do so in a very superficial manner. Veterinary Lieutenant H. A. Sullivan was a very junior officer, and had only been a short time in India, and could not speak the Vernacular, and furthermore, "as was only to be expected," was some time becoming acquainted with the College routine and practice, as he had never had any experience of teaching before. He has been ill since 25th of March last, and been obliged to go to England on sick leave, so since 29th March, 1893, I have, practically, been 9 months alone, and with the increasing current work of the College and Hospital I have not been able to give the proper amount of attention to the teaching, and hence the large percentage of failures in this one subject. I foretold this matter in para. 5 of the annual report on the College last year. I now mention it again also to point out the extraordinary delusion that exists, "arising, I suppose, from pure ignorance," that any junior Veterinary Officer, who has been only a few weeks in India, is capable of giving instruction in a technical subject in a foreign language, which he either cannot speak at all, or very imperfectly.

Appendix A.

STATEMENT SHOWING EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES DURING THE YEAR 1893-94.

From	1893-94.	1892-93.	Increase	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues	17,935	16,006	1,929	...
Provincial Revenues on Contingencies ...	15,759	13,836	1,923	...
Provincial Revenues on Stores from England ...	...	3,129	...	3,129
Total	33,694	32,971	723	...

Appendix B.

STATEMENT OF SCHOLARSHIPS AND STIPENDS, 1893-94.

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Imperial Revenues	...	168	...	168
	Provincial Revenues	168	...	168	...
	District Funds	1,461	1,932	...	471
	Municipal Funds	360	240	120	..
	Other sources, Lord Lawrence Memorial Fund	600	600	...	...
	" " Wace Memorial Fund ..	312	180	132	..
	" " State and Foreign Stipends	492	288	204	..
	Total	3,393	3,408	...	15
NUMBER OF HOLDERS OF	Government Open Scholarships	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarships	2	1	1	..
	State and Foreign Stipends	6	4	2	...
	Stipends from District and Municipal Funds	19	23	...	4
	Total	34	35	...	1

Appendix I.

Report on the Veterinary College, Lahore

Appendix C.

STATEMENT SHOWING THE RESULTS OF THE FINAL AND FIRST YEAR EXAMINATIONS OF THE LAHORE VETERINARY COLLEGE FOR 1893-94.

		1893-94.	1892-93	Increase.	Decrease.
Veterinary Assistants	Candidates	35	56	...	21
	Passes	26	49	...	23
First Year Class ...	Candidates	49	33	16	...
	Passes	47	33	14	...

Appendix D.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH LAST YEAR AT THE CLOSE OF THE YEAR 1893-94.

	1893-94.	1892-93.	Increase.	Decrease.
First Year students	49	33	16	...
Second Year students, or Final Class	35	56	...	21
Total	84	89	...	5

APPENDIX J.

Appendix J

Report on the Mayo School of Art

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR THE YEAR 1893-94.

I have the honor to submit my report on the working of the Mayo School of Art, Lahore, for the year 1893-94.

Changes in the School Staff.

On May 5th, 1893, Mr. J. L. Kipling, C.I.E., retired from the service in consequence of impaired health, and I was appointed to officiate as Principal.

The post of Vice-Principal, the functions of which I have been performing in addition to my duties as Principal, has been vacant since that date.

Number of students.

The total number of students under instruction on the 31st March, 1894, was 139, and the average daily attendance 100, against 119 and 96 in the previous year. In spite of a large number having left the School during the year (*vide* list enclosed herewith), there is still an increase on that of the previous year of 20 and 4 respectively.

It is gratifying to observe that several scholars who have passed out of the Technical Schools of Amritsar and Lahore have come to the Mayo School of Art to continue their training.

The distribution with regard to subjects was as follows :—

I Division.—Sixty-five boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (20), and carpentry (44), reading, writing, and arithmetic ;

II Division.—Twenty-one boys learn building drawing from flat copies, model drawing, decorative drawing in colours (8 boys), and carpentry (13 boys), elementary perspective part II, plane geometry (whole), and modelling ;

III Division.—Fifteen boys measured drawing from actual buildings, ornamental drawing and design (6 boys), carpentry (9 boys), light and shade, modelling in clay and moulding, perspective part IV, plane and solid geometry, the whole ;

IV Division.—Fifteen boys applied designs for architecture, decorations, wood-working and modelling, surveying, estimating, mensuration, and plotting.

Engineering Class.

Twenty-three boys learn elementary building drawing, surveying, levelling, estimating building materials, construction.

Expenditure.

The following statement will show the amount expended during the year :—

ESTABLISHMENT AND CONTINGENCIES.

		Rs.
From the Provincial Fund		13,048
From the Punjab University for the Engineering Class from the sources :—		
	Rs	
Provincial Revenues	232	
District Fund	20	
Municipal Fund	27	
Fees	134	
Subscriptions	34	
Endowments and other sources	218	
		665
Total ...		13,713

The following scholarships have been held during the year :—

	Rs
From the Provincial Fund, 27 stipends ranging in value from Rs. 2 to Rs 8	849

Appendix J.

Report on the Mayo School of Art

From the District Fund, 6 stipends ranging from Rs. 6 to Rs. 10, as follows :—

		Rs.
2	Amritsar	85
1	Jullundur	72
1	Sháhpur	56
1	Siálkot	120
1	Jhang	96
	Total ...	429

From the Municipal Fund, 15 stipends from Rs. 5 to Rs. 10 each a month, as follows :—

11	Amritsar	874
2	Gujránwála	115
1	Tarn Táran	72
1	Bhera (Sháhpur)	50
	Total ...	1,111

From the Endowments and other sources—

Gwálior State	420
John Lawrence Scholarships	225
Total ...	645

The University of the Punjab has contributed towards the Engineering Class scholarships, 2 in number, from the sources below :—

	Rs.
Provincial Revenues	101
District Fund	8
Municipal Fund	12
Subscriptions	15
Endowments and other sources	95
Total ...	231

The total expenditure during the year from all sources has been Rs. 16,978, or Rs. 6,082 less than the previous year. This decrease in the expenditure is partly due to the fact that the post of the Vice-Principal has remained vacant since the retirement of Mr. Kipling, and partly to the reduction in salary of the Principal.

Success of students in obtaining employment.

A list is appended of students who have left the School with the amount of salary or earning they are now receiving so far as can be ascertained. It is gratifying to mention here that so many students have been able to obtain an opening of some sort in a sphere in which what they have learned at the School is likely to be of service to them.

Attainments of students on joining and their progress during the year.

The low level of general attainment of the youths who come to the School has been frequently commented on in previous reports, and there is nothing new to add on this subject. The general progress has been good, especially in the elementary classes.

Outside Schools.

The Industrial Schools of Amritsar and Delhi were inspected by the Principal as usual, and his reports were submitted to the Director in due course.

Punjab University Engineering Examination.

Though there were no students (Second Year) in the Engineering Class to appear for the First Examination in May, 1893, it is satisfactory to state that about a dozen pupils have obtained employment during the year under report. Six students appeared last May in the First Examination, and the result, which is not yet out, will be noted in our next report.

Work done outside the School Course.

The chief item under this head is the preparation for the Punjab Exhibition, to assist in which many of the students and all the Masters were employed, and although it slightly interfered with the regular course of the school work, it was for the cause for which the School strives; and it gave a practical training in decorating to designers, modellers, and painters; and gave all a knowledge of what the Province produces.

It gives me much pleasure to testify here to the admirable way in which the Masters and students of the School cheerfully assisted me to the utmost of their ability towards the end, giving up holidays that the work might be finished in time, and to the credit of those who had it in hand. I have also to remark on the excellent services of Lála Dhanpat Rái, the Registrar of the School, in the same connection. His efforts were untiring, and no small measure of the success of the Exhibition is due to the hearty manner in which he rendered me his assistance. Perhaps, I need hardly point out the extent of the work involved in organising an Exhibition of this kind; but when it is remembered that the current work of the School of Art and Museum had to proceed until near the time of opening, and that the School was minus of its Vice-Principal, it will be evident that the time was a busy one for all concerned.

LIST OF STUDENTS WHO HAVE LEFT THE SCHOOL DURING THE YEAR 1893-94.

No.	Name of student.	Period he remained in the School.	Employment or occupation.	Amount of salary or earning.
		Y. M. D.		Rs. A. P.
1	Karím Bakhsh I... ...	9 9 12	Employed with a private firm at Amritsar as a carpet designer (temporarily).	20 0 0
2	Gurdit Singh	7 3 16	Drawing Master at Cawnpur, North-Western Provinces.	40 0 0
3	Ziá-ud-dín	6 7 20	Draftsman Archæological Survey Department, Lucknow.	35 0 0
4	Arúr Singh	5 11 8	Irrigation Department, Khánkí ...	40 0 0
5	Natha Singh	4 11 0	Wood-carver and Architect at Amritsar	30 0 0
6	Nihál Singh	4 7 8	Sub Overseer, Bári Doáb Canal, Jandiála Branch, Rasúlpur.	35 0 0
7	Bishan Singh	3 8 0	Sub-Overseer, Municipal Office, Amritsar.	25 0 0
8	Dwárka Náth	3 2 18	Died.	
9	Hákim Singh	3 0 4	Wood-carver at Lahore. About ...	20 0 0
10	Kishan Singh	2 9 8	Died	
11	'Ali Ahmad II	2 9 20	Working at his hereditary trade—*Patolí*	10 0 0
12	'Abdul 'Azíz	2 4 21	Painter at the Railway Workshop ...	15 0 0
13	Sheo Qumár	1 8 22	Teacher of Photography at Ráwalpindi School.	40 0 0
14	Pála Singh	1 6 15	Teacher of Carpentry at Ráwalpindi School.	30 0 0
15	Muhammad Hamíd ...	1 2 0	Sent back to Gwálior on account of inaptitude.	
16	Rashíd Ahmad	1 2 0		
17	Jánki Parshád	1 2 0		
18	Ghulám Nabí	1 2 11	Not known.	
19	Kesar Singh	1 4 12	Wood-carver at Lahore ...	15 0 0
20	Partáp Singh	0 11 0	Draftsman at Sharak (Beloíchistán).	30 0 0
21	Shám Dás	0 11 22	Reading in the Oriental College.	
22	Rahím Bakhsh	0 11 18	Working at his hereditary trade—Potter	
23	Barkat 'Alí	0 9 25	Not known.	
24	Firoz-ud-dín	0 3 0	Working at his hereditary trade—*Patolí*	
25	Rám Náth	0 5 0	Not known.	
26	Nizám Dín	0 3 0	Village carpenter.	
27	Ghulám Rasúl	0 2 7	Tracer, Public Works Department, Irrigation Branch, Amritsar.	15 0 0
28	Bakhshí Rám	0 6 26	Transferred to the Engineering Class.	
29	Jánkí Náth	0 6 22	Not known.	
30	Vír Singh	0 11 10	Sub-Overseer, Jandiála ...	35 0 0
31	Maula Bakhsh	1 4 5	Blacksmith, Railway Workshop, Lahore	
	ENGINEERING CLASS.			
32	1. Díwán Chand ...	1 5 15	Rejoined Government College.	
33	2. Mokand Lál	1 0 0	Drawing Teacher, Ráwalpindi School.	35 0 0
34	3. Chobar Rám ...	0 6 8	Died.	
35	4. Gurmukh Singh ...	0 5 0	Employed as Sub-Overseer, Irrigation Branch, Ferozepore.	40 0 0
36	5. Kahan Chand ...	1 9 9	Draftsman, Public Works Department	40 0 0
37	6. Kanhaiya Lál ...	0 11 0	Joined Postal Department ...	15 0 0
38	7. 'Abdullah	1 0 0	Draftsman at Jammú ...	25 0 0
39	8. Khair Dín	1 0 0	Do. do. ...	25 0 0
40	9. Ashraf Beg	1 10 1	Draftsman, Irrigation Branch, Public Works Department, Lahore.	Not known.
41	10. Hukam Chand ...	0 4 0	Not known.	
42	11. Jhanda	0 9 15	Do.	
43	12. Mangat Rái	0 3 0	Surveyor, Chenáb Canal ...	40 0 0

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Punjab Text-Book Committee.

APPENDIX K.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1893-94.

Membership and meetings

The Committee was re-constituted during the year. The term of office of Díwan Narendra Náth, M.A., and Mr. J. L. Kipling, C.I.E., having expired, the Punjab Government nominated Lála Umráo Singh, M.A., and Lála Hans Ráj, B.A., to fill the vacancies. The following Government nominees were re-appointed for a further term of two years :—

1. Rev. Dr. C. W. W. Forman.
2. Rev. Dr. J. C. R. Ewing, M.A.
3. E. B. Francis, Esq., C.S.
4. W. Bell, Esq., M.A.
5. J. Campbell Oman, Esq.
6. F. H. Andrews, Esq.
7. Dr. M. A. Stein.
8. Pandit Bhánú Datt.
9. Maulaví Muhammad Dín, M.O.L.
10. Bhái Gurmukh Singh.
11. The Principal, Central Training College.
12. The Registrar, Education Department.

The following University nominees were re-appointed for a further term of two years :—

1. Rev. S. S. Allnutt.
2. Sardár Sir 'Attar Singh, Mahamahopadhaya, K.C.I.E.
3. Honorary Surgeon Rahím Khán, Khán Bahádur.
4. Rái Bahádur Lála Piyáre Lál.
5. Bábú Chandra Náth Mittra.
6. Faqír Saiyad Jamál-ud-dín, Khán Bahádur,
7. Sardár Dharm Singh, Soín.
8. Pandit Gurú Parshád, Mahamahopadhaya.

The vacancies caused by the expiry of the term of office of Mr. Channing, Dr. Dickson, Mr. Rodgers, Assistant Surgeon Muhammad Husain Khán, and Professor Sási Bhushan Mukarji were filled up by the appointment of Rev Dr. J. W. Youngson, Mr. T. Gordon Walker, Surgeon-Captain Charles, M.D., Mr. J. G. Gilbertson, and Lála Madan Gopál.

At the close of the year, the Committee suffered a loss by the death of Pandit Gurú Parshád, Mahamahopadhaya, who was always ready to help the Committee with his opinion and advice in respect to Hindí and Sanskrit books of various kinds. During his seven years' connection with the Committee, the late Pandit took great interest in the work of the Committee, and his loss is all the greater, as the Hindi and Sanskrit Sub-Committee is not, by any means, a strong one.

Meetings of the General Committee and Sub-Committees.

During the year under report, the General Committee met six times, as against four times in the year 1892-93. The Sub-Committees and Special Committees met 22 times, as against 24 in the previous year. Five Sub-Committee meetings could not be held for want of the necessary quorum. A few words might not be out of place with reference to this point. When the Sub-Committees were re-constituted in November, 1893, it was hoped that, as members had, in almost all cases, been appointed to the Sub-Committees selected by themselves, the meetings would be more largely attended than had been the case before. But unfortunately this expectation was not realised. The consequence has been that the Committees' business has practically been carried on by just a few willing workers, as will be evident from the Proceedings of the Sub-Committees.

I may here, on behalf of the Committee, thank Miss Francis and the following gentlemen who, although not members of the Committee, have

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favoured it with their opinions on proposals or publications submitted to them for consideration or review :—

Col. J. A. L. Montgomery ; Mr. Dallinger; Mr W. A. Robinson; Mr. B. G. Usher; Mr. H. T. Knowlton; M Muhammad Yusaf Alí Khán; Munshí 'Umar-ud dín, M.A.; M. Ghulám Ahmad Khán, E.A.C.; Assistant Surgeon Saiyad Amír Sháh, Khán Bahádur; Lála Hem Ráj, M.A.; Pandit Iqbál Kishan, M.A.; Lala Ruchí Rám, M.A.; Lála Ságar Chand, B.A.; Bhái Arjan Singh, E.A.C.; Lála Jíya Rám, M.A.; Lála Munshi Lál, M.A.; Lála Shiv Diyál, M.A.; Lála Amolak Rám; Lála Nand Kishor, B.A.; Pandit Rám Lachhman; Lála Fateh Chand, B.A.; Lála Súraj Naráin; Bábú Harí Singh; Lála Sheo Lál, B.A.; Mr. Golak Náth Chattarjí, B.A.; The Head Master, European Boys' High School, Lahore; The Head Master, Central Model School, Lahore; The Principal, Municipal Board College, Amritsar; The Principal, Scotch Mission College, Sialkot; the Head Masters of the Municipal Board Schools at Umballa, Mooltan, Hoshiárpur Rewárí, Peshawar, Jhang, Ferozepore, Ludhiána, Jullundur, Gurdáspur, Abbottábád, Bannú, Kohat, Jagádhrí, Karnál, Jhelum, Rohtak, Dera Ghází Khán, and Qasúr; the Head Masters of the Mission Schools at Gujrát, Amritsar, Ráwalpindi, Wázírábád, Mooltan, and Jullundur; the Head Master, Normal School, Lahore; the Head Masters of the District Board Schools at Gurgáon and Pálampur; the Head Master, A. S. V. Jubilee School, Delhi; and the Head Master, Punjábí High School, Amritsar.

General review of work.

I.—The English Sub-Committee dealt with the following important matters :—

1. Revision of the English Readers for Middle Schools ;
2. English Readers for the 4th and 5th Primary Classes ;
3. Manual on the Study of English ;
4. Better printing and illustrating of English Readers.

The revision of the First and Second Readers for Middle Schools was taken in hand in 1892. Of these the Second Reader was revised and printed last year. The First Reader was entrusted to Mr. Bell about the close of the year; and that gentleman, it is understood, is now engaged in its compilation. Meanwhile, as a book was urgently wanted for the 1st Class of Middle Schools, and the republication of the old edition was not considered desirable, Mr. Robertson's *Orient Reader* No. III was prescribed as an alternative with P. C. Sircar's Reader, pending the preparation of the new Reader.

The preparation of English Readers for the 4th and 5th Classes of Primary Schools, as desired by Government on the recommendation of the General Educational Conference of 1892, was at first entrusted to a Sub-Committee. But later on Colonel Holroyd's new book, entitled "*English for Beginners, the First Book,*" was provisionally adopted for the 4th Class, and the preparation of a Reader for the 5th Class was deferred pending the final settlement that might be arrived at in regard to Colonel Holroyd's book.

As regards the *Manual on the Study of English,* which was entrusted in 1892 to a Special Committee, it was found that the work was not likely to be completed, unless entrusted to a single person. Before the close of the year, Mr. Knowlton agreed to undertake the preparation of the required Manual, with the help of a native member of the Central Training College staff, and to submit a syllabus of the proposed work to the Committee before proceeding with the actual compilation of the book.

The General Committee considered, and seemed disposed to accept, a proposal made by the Sub-Committee that the English books of the Committee might be printed in England, in order to secure better printing, superior finish, and appropriate and well executed illustrations. Estimates for such work have been called for from three leading English Publishers, and it is hoped that satisfactory arrangements for publication may be made with one or other of them.

In addition to this, the Sub-Committee considered forty works on English Language, Literature, and Grammar; *twenty-four* of these were approved and either prescribed for school use or patronized by the purchase of copies. The remaining *sixteen* were adjudged unsuitable for any of the purposes of the Committee.

II. The Technical Sub-Committee dealt with the following important matters :—

1. Encouraging and developing the means of producing at Lahore suitable illustrations for text-books ;
2. The preparation of a Syllabus of Object Lessons ;
3. Notes of Object Lessons for the guidance of Teachers ;

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4. Revision of the Departmental Urdú edition of Euclid—Books I to IV;
5. Revision of the Departmental Urdú Text-Book on Algebra;
6. Manual of Office Correspondence and Précis Writing for the Clerical and Commercial Examinations recently introduced;
7. Manual for the Normal Schools;
8. Agricultural Readers for Zamíndárí Schools;
9. A Manual of Mensuration for Middle Schools, by Mr. E. B. Francis;
10. Elementary Text-Book on Domestic Economy;
11. A proposal to prepare Wall Sheets for teaching Persian Writing;
12. School Lesson Sheets: Agricultural Series Nos. I and II;
13. Supply of Scientific Instruments for Scientific Teaching and Kindergarten materials to selected schools.

The question of book illustrations was brought to some settlement before the close of the year. In July, 1893, a Special Sub-Committee was appointed to consider the whole question, and, on the recommendation of that Sub-Committee, provision was made, to the extent of Rs. 500, in the new year's Budget for a grant-in-aid to the Principal, Mayo School of Industrial Art, Lahore, who had laid before the Committee specimens of excellent process work done in the School, and would invest this money in the purchase of such appliances as might be necessary for carrying on operations in the same direction. It is certainly gratifying that this important matter, which has a very intimate connection with the advance of sound education in the Province, is fairly in the way of a satisfactory settlement.

The Syllabus of Object Lessons, which had been in hand since last year, was completed and provisionally adopted; and before the year came to a close, the preparation of Notes to accompany this Syllabus was entrusted to Mr. Tydeman, Head Master, Cathedral Orphanage School, Lahore.

Professor Sasí Bhushan Mukárjí's revised 4th Book of Euclid, in Urdú, was considered and approved. This completed the revision, on satisfactory lines, of all the four books of the Departmental Urdú edition of Euclid.

The second part of the Revised Departmental Algebra, which was entrusted to Mr. Golak Náth Chattarjí, B. A., was being awaited when the year closed.

No progress has been made in the preparation of either the Manual for Normal Schools, or the Manual of Office Correspondence and Précis Writing. Finding that the gentlemen to whose hands these proposed works had, in the first instance, been committed, were unable to complete them, the Committee decided that they should be entrusted to Pandit Iqbál Kishan and Mr. Hawkins, respectively.

Lála Bachí Rám's Third Agricultural Reader was considered, approved, and prescribed. This completes the series of Agricultural Readers for Zamíndárí Schools.

The Manual of Mensuration for Middle Schools, drawn up by Mr. E. B. Francis, is still under consideration. It has been resolved to consult a number of Head Masters on the suitability of this work as a text-book for Middle Schools.

No progress was made with the Elementary Text-Book of Domestic Economy, which was entrusted to Lála Harí Charan Dás Datta, of Gujránwála. Finding that the Lála had, apparently, no time to prepare it, it was arranged, in order to avoid further delay, to get Miss Bose, of Atárí, to undertake the book.

The Committee considered a proposal to prepare Wall Sheets for teaching Persian Writing. The Principal, Central Training College, was asked to say if the sheets could be designed by his staff.

School Lesson Sheets: Agricultural Series, Nos. I and II, prepared under the auspices of the Government of India in the Agricultural Department, were considered, and the Committee resolved that Local Bodies might advantageously supply their schools with these useful publications.

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The Committee decided to spend £20 in purchasing two sets of Scientific Teaching Aids and Kindergarten Materials, one set to be kept in the Educational Museum of the Committee, and the other to be distributed amongst selected schools. The Technical Sub-Committee also considered 27 general works; out of these 13 were approved and recommended; the rest could not be made use of.

III. The Urdú Sub-Committee considered the following matters :—

1. Revision of Urdú Courses for Normal Schools;
2. Revision of Urdú Courses for the Central Training College;
3. Revision of Urdú Courses for the 1st, 2nd, and 3rd Classes of Middle Schools;
4. Revision of the Departmental Series of Urdú Readers;
5. Revision of Urdú Copy-Slips and Copy-Books.

The revision of the Urdú Courses for Normal Schools and the Central Training College was completed.

The consideration of the revised drafts of the Urdú Courses for the 1st and 2nd Classes of Middle Schools was deferred on account of the reviewer having delayed sending in his report. Before the close of the year these Courses were referred, for careful and detailed criticism, to three gentlemen selected for this duty on account of their special qualifications. Early action will be taken on receipt of their opinions.

The Secretary called for reports on the Fifth, Sixth, Seventh, and Eighth Urdú Readers of the Punjab Series, while the Director of Public Instruction, on his part, had appointed a Special Committee to consider and report upon these Readers, amongst some other text-books now in use. The results of the deliberations of this Sub-Committee were not known in the Office of the Text-Book Committee when the year closed.

As regards the Copy-Slips and Copy-Books, it was resolved to improve the paper, and also to reconsider the price in the revised edition.

In addition to the above, the Urdú Sub-Committee considered 48 publications of various kinds; out of these only nine were approved; the rest being adjudged unsuitable.

IV. The History and Geography Sub-Committee dealt with the following :—

1. The scheme of Geographical Readers devised by the Educational Conference of 1892, approved by Government, and entrusted to the Text-Book Committee for the purpose of being carried out;
2. Hindí Geography of the Punjab;
3. Proposals to facilitate the teaching of Geography in the Elementary Schools of the Province by means of charts, &c., illustrative of Geographical terms;
4. Scheme to improve the quality of the maps used in the Schools of the Province.

As regards the Geographical Readers, the Reader for the 2nd Class Primary, prepared by Lála Mádho Naráyan and revised in the Central Training College, was sent back to the Principal of the College for further revision with a view to its simplification. The Readers for the 3rd and the 5th Classes are under preparation by Lála Daya Rám. That for the 4th Class has been approved and prescribed. The Geographical Manual (in English) for the Middle School Classes is being prepared by Mr. H. T. Knowlton. The Hindí Geography of the Punjab was completed and ordered to be printed.

The Mayo School of Industrial Art is still preparing the designs for charts, diagrams, &c., illustrative of Geographical terms.

Munshí Gulób Singh was asked to submit new specimens of well mounted and carefully varnished maps, and as he did not send in these specimens until the last week in March, the Committee could not consider them before the close of the year.

In addition to the above, the Sub-Committee considered 17 publications, of which 10 were adjudged unsuitable for any of the purposes of the Committee. The rest were approved and recommended.

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V. The Hindí and Sanskrit Sub-Committee considered the following matters:—

1. The Revision of the Hindí-Sanskrit Dictionary;
2. Translation into Hindí of the Departmental Readers;
3. Hindí Translation of the First and Second Agricultural Readers;
4. Hindí Copy-Slips.

It was decided to bring out a new edition of *Shabdarath Bhanu* which has been very carefully revised by Pandit Bhánú Datt. Estimates for printing have been called for, and, when these are received, the work will be put in hand.

The Fourth, Fifth, and Sixth Urdú Readers (Punjab Series) have been translated into Hindí and prescribed. A translation of the Seventh Reader also was considered, and, though approved, could not be made use of, in view of the probability that the Seventh Urdú Reader would itself have very shortly to be carefully revised.

Hindí Translations of the First and Second Agricultural Readers were put in hand.

The Hindí Copy-Books, prepared by the Committee, were considered and carefully compared with similar Copy-Books in use in Bombay, the Central Provinces, and the North-Western Provinces. As our specimens were far superior to those obtained from the other Provinces, the former were recommended for adoption. This recommendation did not come before the General Meeting before the close of the year.

In addition to the above, the Sub-Committee considered 17 publications, of which 10 were made some use of.

VI. The Gurmukhí Sub-Committee considered the following matters:—

1. The Panjábí Dictionary;
2. Translation into Gurmukhí of the Departmental Readers;
3. Translation into Gurmukhí of the First and Second Agricultural Readers;
4. Revision of *Asín Kíkar Naroye Rahye*;
5. Translation into Gurmukhí of the District Geography of Jhang.

Very little progress was made in the preparation of the Panjábí Dictionary, and only 72 pages of the book were submitted to this office during the year. The Publisher has greatly delayed the preparation of the book, and I do not think it will be completed for some time, if he does not accelerate his present rate of progress.

The translation into Gurmukhí of the Fifth and Sixth Urdú Readers has been completed. A translation of the Seventh Reader also was received; but it could not be made use of in view of the fact that the new work itself is about to be very radically overhauled.

The revision of *Asín Kíkar Naroye Rahye* was completed.

The translation of the District Geography of Jhang, and of the First and Second Agricultural Readers, was put in hand.

In addition to the above, 17 publications of a general character were considered; 7 of these were approved, and the rest found unsuitable.

VII.—The Arabic and Persian Sub-Committee dealt with the following matters:—

1. Text-Books of Persian Grammar for Middle and High Schools.
2. Revision of Text-Books in Arabic in use in the 2nd and 3rd Classes of Middle Schools.

The *Sarf-o-Nahv-i-Fársi* which is the Text-Book in Grammar for the Middle Schools, is complete, and the *Jami'-ul-Qawá'id*, the Text-Book for High Schools, is in hand. Munshí 'Umar-ud-dín and Maulaví Muhammad Dín, who are preparing the work, are expected to complete it shortly.

Some criticisms on the Second Arabic Reader having been received, the Committee called for reports from the teachers of Arabic in a few selected Schools in the Province; and in this connection very carefully considered the Text-Books in Arabic read in the various classes of Middle

Schools and Departments. As the result of this, the whole question of revising the Text-Books in Arabic for the 2nd and 3rd Classes was entrusted to a Special Sub-Committee.

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In addition to the above, the Sub-Committee considered 10 publications, out of which 7 met with approval, and the rest were considered unsuitable.

VIII.—The Library Sub-Committee considered the following questions :—

1. Reference Library and Museum ;
2. Purchase of Books for the Library ;
3. Additional accommodation for Library and Office ;
4. Translation into Urdú of English books, other than text-books, with a view of affording wholesome and instructive reading for the people ;
5. Recommendation of books of a healthy moral tone for School Libraries ;
6. Books for School Libraries.

In July, 1893, the Sub-Committee laid down rules for the management of the Library, and in that month and again in March recommended the addition, by purchase, of a large number of new books to the Library. These recommendations were duly sanctioned and carried out. The Library is daily expanding, mostly through the liberality of publishers and authors, and on account of this increase in the number of books, as well as the accumulation of office records, the present accommodation is utterly inadequate. Serious inconvenience was felt for these reasons, and an application for increased accommodation was sent up to Government. The Government sanction was obtained, but want of funds prevented the work from being commenced. Meanwhile, the needs of the Committee were urgent, and, in view of the circumstances of the case, the Committee offered to contribute to the cost of erecting the additional rooms a sum of Rs. 2,500, if the Public Works Department would find the balance.

The Committee took a practical step in the direction of encouraging the development of Vernacular literature by adopting a scheme, according to which 5 books under each of the heads—Biography, Scientific Knowledge, Descriptive Geography and Travels, General History and Technical Knowledge—will annually be translated into Urdú, and published at the expense of the Committee.

As required by the Director of Public Instruction, the Sub-Committee recommended a supplementary list of books (of the value of Rs. 30) which the Managers of Schools are invited by the Director of Public Instruction to provide for their Schools.

The Sub-Committees considered in all 162 books. Of these 72 were utilised for the different purposes of the Committee, and 90 were considered for various reasons unsuitable.

Office.

In the office 1161 letters of all kinds (including acknowledgments for books sent out in connection with the Rs. 3,000 Assignment) were received. The number of letters issued was 614, including 55 circular letters issued to 709 persons ; and one hundred and forty-six books were sent out for opinions. The number of packets containing 2531 gift books sent out was 539.

The Assistant Secretary, Lála K. B. Thápar, has, I am glad to say, performed his duties in a very efficient manner, and the Clerk, who is also Librarian, has given me entire satisfaction.

From February, 1894, the services of the Clerk and the Chaukídár, who up to that time had been serving the Punjab Association as well as the Committee, were secured wholly for the Text-Book Committee, at an increased outlay of Rs. 33-8 per mensem.

Library.

One thousand five hundred and ninety-four volumes of all kinds were added to the Library during the year, and 628 volumes lent out during the same period. Handsome gifts of books were received from several English firms, who exhibited books in the recent Punjab Exhibition. These will be duly acknowledged, and the books will be brought under consideration, in detail, as opportunity offers. A supplementary catalogue is under preparation, and will be ready before the end of 1894.

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Interesting and valuable additions were made to the Educational Museum in the shape of Object Lesson Cards and Cabinets of Objects, Diagrams, Charts, &c.

Encouragement of good books.

The Government grant of Rs. 3,000 for the purchase of books to be given away to Schools was reduced to Rs. 1,500 during the year. The reduced grant was fully utilised.

Finances.

The year opened with a balance of Rs. to the credit of the Committee.	1,944	3	8
The Receipts amounted to	9,996	5	9
Total Rs. ...	11,940	9	5
The Disbursements came to	8,808	5	2
And the year closed with a balance of Rs. to the credit of the Committee.	3,132	4	3

This is a satisfactory result, considering that this year the Committee paid nearly Rs. 3,500 in honoraria to authors, translators, &c.

List of Books considered and approved.

No	Name of Book and Author.	Remarks.
	English Language, Literature, and Grammar.	
1	*Longmans' Readings in Modern Prose.*	Recommended to be prescribed for High School Libraries.
2	*New Translation Exercises for Middle School Students*, by Lála Dwárka Parshád.	Patronised by the purchase of copies for School Libraries.
3	*First Book of English*, by Colonel Holroyd.	Prescribed for use in the 4th Class of Primary Schools for one year.
4	*Orient Reader, No. III*, by Eric S. Robertson.	Prescribed for use in the 1st Class of Middle Schools as an alternative text-book with the corresponding Book in P. C. Sarkar's Series until the Punjab Reader is ready.
5	*Struggles in the Dawn*, by Professor J. Campbell Oman.	Patronised by the purchase of copies for School Libraries.
6	*Four Years in an English University*, by Mr. Satthianadhan.	
7	*Life of Christ*, by Hillard.	To be placed in the Reference Library of the Committee.
8	*Johnson's Life of Addison*, by Ryland.	
9	*Selections from Pope's Works*, by Deighton.	
10	*Milton's Paradise Regained*, by Deighton.	
11	*Massingers! A New Way to Pay Old Debts.*	
12	*Byron's Childe Harold.*	
13	*Hereward the Wake*, by Kingsley.	
14	*Westward Ho!* by Kingsley.	
15	*The English Citizen: His Life and Duties*, by C. H. Wyatt.	
16	*Fourth Form Reader*, by Sirinavasa Varadarachari & Co., Madras.	
17	*Fifth Form Reader*, by ditto.	
18	*Sixth Form Reader*, by ditto.	
19	*Picturesque Geogl. Readers I—IV.*	
20	*Primary Latin Exercises*, by Hooper and Herring.	
21	*First Latin Translation Book*, by Thomas and Turner.	

No.	Name of Book and Author.	REMARKS.
22	*The Statesman Series*, (W. H. Allen & Co.), *comprising Foxe, Gambetta, Bolingbroke, Palmerston, Prince Consort, O'Connell, Metternich, Webster, Derby, Grattan, and Beaconsfield.*	The volume on *Prince Consort* patronised by the purchase of copies for Schools.
23	*Natural History Readers, Standard* 1—7 (W. H. Allen & Co.)	Patronised by the purchase of a set for every European School in the Province.
24	*Grammatical Primer, C. V. E. S.*	Passed and recommended for the 1st Class of Middle Schools.

Mathematics, Science, and Technical Education.

25	*Arithmetic for Schools*, by Lock and Lewis.	Recommended to be prescribed as the sole text-book in Arithmetic for the A. V. Middle Schools.
26	*Bághbán-i-Zará'at*, by the late Munshí Nathú Rám.	Recommended for use in Normal Schools.
27	*Euclid Book IV*, revised and edited by Bábú S. B. Mukarji.	Approved of.
28	*Maiyar-ut-Ta'lím*, by Pandit Iqbál Kishan, M.A.	Patronised by the purchase of copies for School Libraries.
29	*Urdú edition of Lála Ruchí Rám's Mechanical Powers.*	Ditto ditto.
30	*Algebra*, by Ray ...	Ditto ditto.
31	*Third Agricultural Reader*, by Lála Ruchí Rám.	Prescribed for the 5th Class of Zamíndárí Schools.
32	*Risála Ibtidáí Hisáb ma' Taríqa Ta'lím*, in two parts, by Lála Nihál Chand, Normal School, Delhi.	Patronised by the purchase of copies.
33	*Ta'lím Atfál*, a lecture on Kindergarten, by Pandit Telú Rám.	
34	*Longman's Junior School Mensuration.*	Part I (the first 64 pages) of this book recommended as alternative with Todhunter's book in Anglo-Vernacular Middle Schools.
35	*The Technical World: a* Scientific periodical.	It was agreed to subscribe for two copies.
36	*Three Pamphlets in Urdú*, by Lála Ruchí Rám, giving directions regarding the performance of certain experiments in physics.	Patronised by the purchase of copies for School Libraries.
37	A number of small Tracts known as the "Simla Tracts," published by Mr. Coldstream.	It was decided to ask the District and Municipal Boards to patronise these useful publications extensively.

Urdu Language and Literature.

38	*Urdú Course for Normal Schools*, revised by the Central Training College Staff.	Approved and prescribed.
39	*Urdú Course for Training Colleges*, revised by the Central Training College Staff.	
40	*Urdú Translation of Fitch's first four Lectures on Education*, by Lála Raghbar Diyál, English Teacher, Normal Model School, Delhi.	Purchase of 30 copies for Normal School sanctioned.
41	*Urdú Translation of Butler's Analogy*, by Rev. H. R. Williams.	Patronised by the purchase of copies for distribution among High Schools for native boys.
42	*Urdú Qawá'id Ferozí*, by Maulaví Ferozdín, Teacher, Municipal Board School, Siálkot.	To be included in the list of books to be kept in the Libraries of Middle Schools
43	*Sawánah 'Umrí of Dr. Anandabáí Joshí*, translated by Ahmad 'Alí Khán.	Patronised by the purchase of copies for School Libraries.

Appendix K.

Punjab Text-Book Committee.

No.	Name of Book and Author.	REMARKS.
44 45 46	*Biographies in Urdú*, by Mr. Forbes, Christian College, Lucknow, comprising—*Life of Lady Dufferin, Life of the Marquis of Lansdowne, and Life of Prince Albert Victor.*	Patronised by the purchase of copies

History and Geography.

47	*Simla ke Zile ka Jughráfía*, revised edition.	Approved of.
48	*Geography of Asia*, (Philip's Geographical Manuals.)	Patronised by the purchase of copies among High Schools.
49	*History of India for Beginners*, by 'Abdul Karím.	Recommended to be brought to the notice of Managers of European Schools.
50	*History of the Punjab*, by Khán Bahádur Saiyad Muhammad Latíf.	To be placed in the Reference Library of the Committee.
51	*Longmans' Summary of English History.*	Recommended to be brought to the notice of Teachers in High Schools.
52	*Geographical Reader* for the 4th Class, by Bháí Lakhmír Singh.	Approved and prescribed for the 4th Class of Primary Schools.
53	*Bhugol Punjab*, as revised by Pandit Rám Lakshman, Assistant Inspector of Schools.	Passed and prescribed.

Hindi and Sanskrit.

54	*Hindí Translation of Urdú ki Chauthí Kitáb*, by Pandit Bhánú Datta.	Approved of.
55	*Hindí Translation of Urdú kí Pánchwín Kitáb*, by Pandit Bhánú Datta.	Ditto.
56	*Hindí Translation of Urdú kí Chhatí Kitáb*, by Pandit Bhánú Datta.	Ditto.
57	*Hindí Translation of Urdú kí Sátwín Kitáb*, by Pandit Bhanú Datta.	Approved of, but no use can be made of this, as the Urdú book itself is shortly to be thoroughly revised.
58	*Simriti Prakásh*, by Lála Nihál Chand, Honorary Magistrate, Muzaffarnagar.	Patronised by the purchase of copies for distribution among selected Schools.
59	*Kindergarten Instruction*, by J. Elliott, Esq., Inspector of Schools, Northern Circle, Jubbulpur.	Ditto.
60	*Bhagguvatí*, by the late Pandit Shardha Rám Phillaurí.	Patronised by the purchase of copies.
61	*Dharm Siksha*, Allahabad Literary Institute.	Brought to the notice of Managers of Hindí Schools.
62 63	*Savitri*, by Lála Sita Rám. *Bhásha Ramayan*, by Pandit Kálí Prasád Tiwárí.	Patronised by the purchase of copies for distribution among Schools.

Gurmukhi.

64	*The Panjábí Dictionary.*	Proofs of 72 pages only submitted and passed during the year.
65	*Gurmukhí Primer*, by Bábú Mohan Singh, Head Master, Khálsa Middle School, Amritsar.	Approved of. Negociations for purchasing all rights of the book are progressing.
66	*Gurmukhí Translation of Fifth Urdú Reader*, by Bháí Hazára Singh.	Passed.
67	*Gurmukhí Translation of Sixth Urdú Reader*, by Bháí Hazára Singh.	Ditto.
68	*Asin Kíkar Naroye Rahiye*, by Miss Pogson.	Approved, and copyright purchased.

No.	Name of Book and Author.	REMARKS.
69	*Panjábí Grammar*, rivised edition (Ludhiána American Mission)	Patronised by the purchase of copies.
70	*Panjábí Proverbs*, by Pandit Bhánú Datta.	

Arabic and Persian

71	*Fiqrát-i-Mahmúdia*, by M Muhammad Mahmúd 'Ali, Deputy Inspector of Schools, Muzaffarnagar.	Patronised by the purchase of copies for distribution among School Libraries.
72	*Sarf-o-Nahv-i-Fársi*, by Maulavís Umar-ud-dín and Muhammad Dín	Approved.

Text-Books and other work completed or in course of preparation under the direction of the Committee.

No.	Name of Book or Author, scheme or proposal.	REMARKS.
1	*Hindí Translation of the Fourth Urdú Reader.*	Completed.
2	*Hindí Translation of the Fifth Urdú Reader.*	Ditto.
3	*Hindí Translation of the Sixth Urdú Reader.*	Ditto.
4	*Panjábí Dictionary.*	Proofs of 72 pages were received and passed during the year.
5	*Revision of Miss Poyson's Asín Kíkar Naroye Rahye*, by Bhái Gurmukh Singh.	Completed.
6	*List of Panjábí Books*, recommended for Girls' Schools Libraries.	Under preparation.
7	*Revision of the Scheme of Studies in Arabic for Secondary Schools above the 1st Middle Class.*	A Special Committee is reporting on the question.
8	*A Manual of Geography (in English) for Middle Schools.*	Under preparation.
9	*Elementary Geographical Manual for the 2nd Class Primary.*	Under revision in the Central Training College.
10	*Elementary Geographical Manual for the 3rd Class Primary*	Under preparation.
11	*Elementary Geographical Manual for the 5th Class Primary*	Ditto.
12	*Simla ke Zile ka Jughráfia*	Revision completed.
13	*Revision of Urdú Courses for Normal Schools.*	Completed.
14	*Revision of Urdú Courses for the Training College.*	Ditto.
15	*The proposed Manual on the Study of English*, recommended by the Educational Conference of 1892.	Under consideration.
16	*Revised English Reader for the 1st Class of Middle Schools.*	Ditto
17	*Proposals for encouraging and developing the means of producing illustrations for Text-books.*	Under consideration.
18	*Syllabus of Object Lessons*	Approved and prescribed.
19	*Notes of Lessons to accompany the above.*	Under preparation.
20	*Manual for Normal Schools* ...	Mr. Cope having been unable to complete the work, it was resolved to ask Pandit Iqbál Kishan to take it up.

Appendix K.

Punjab Text-Book Committee.

No.	Name of Book or Author, scheme or proposal.	REMARKS.
21	*Revision of Euclid, Book IV*, by Bábú S. B. Mukarjí.	Completed.
22	*Revision of the Departmental Algebra*, by Mr. G. N. Chatturjí.	First part completed, and second parts under preparation.
23	*Manual of Office Correspondence and Précis Writing.*	Mr. Leigh, to whom the work was at first entrusted, having been unable to do it, the question of giving it to some one else is under consideration.
24	*English Reader for the 4th Class Primary.*	Completed and provisionally prescribed.
25	*English Reader for the 5th Class Primary.*	The preparation of this has been deferred until the Reader for the 4th Class is finally settled.
26	*Revised Geography of the Panjab in Hindí.*	Completed.
27	*The Proposed Popular Descriptive Account of the British Empire.*	The Committee, recognising the work as a very valuable undertaking and certain to be useful for general purposes, will be prepared to patronise it, and to recommend it to Government for patronage, although it is not itself disposed at the present time to undertake the large financial responsibility of the production of a work of this nature.
28	*Third Agricultural Reader*, by Lála Ruchí Rám	Approved and prescribed.
29	*Revision of Urdú Copy-Slips and Books.*	In hand.
30	*Revision of Shabdárath Bhánu* ...	Completed and ready for the Press.
31	*Encouragement of Vernacular Literature.*	Proposals to translate annually into the Vernacular and publish five useful books other than text-books, with a view to afford wholesome and instructive reading to the people, were sanctioned.
32 to 34	*Revision of Urdú Courses for the 1st, 2nd, and 3rd Classes of Middle Schools.*	In hand.
35 to 36	*Mensuration Manual for Middle Schools*, by Mr. E. B. Francis, and translated by Munshí Amír Chand	Under consideration.
37	*Revision of the Departmental Text-Books of Euclid.*	Completed.
38	*Elementary Text-Book on Domestic Economy.*	Under preparation.
39	*Proposals to illustrate the teaching of Geography in Elementary Schools of the Province by means of charts, &c., of Geographical terms.*	Charts under preparation.
40	*Scheme to improve the quality of the maps used in the Schools of the Province.*	The Contractor submitted fresh maps at the close of the year, which were under consideration.
41	*Revision of Sarf-o-Nahv-i-Fársí*, by Maulavís Muhammad Dín and 'Umar-ud-dín.	Completed.
42	*Revision of Jamí-ul-Qawá'id*, by Maulavís Muhammad Dín and Umar-ud-din.	In hand.
43	*Hindí Copy-Slips* ...	Ready for issue.
44	*Gurmukhí Translation of Fifth Urdú Reader*, by Bhái Hazára Singh.	Passed and prescribed.
45	*Gurmukhí Translation of the Sixth Urdú Reader*, by Bhái Hazára Singh.	Passed and prescribed.
46	*The necessity or otherwise of preparing Wall Sheets for teaching Persian Writing.*	Under consideration.
47	*Moral Readers for Schools, especially Girls' Schools.*	Under consideration.

List of Books for School Libraries.

No.	Name of Book and Author.	Remarks.
1	*Longmans' Readings in Modern Prose*	High School Libraries.
2	*A Store-house of Stories*, by C. M. Yonge.	Recommended in accordance with the Director of Public Instruction's Circular No. 28, dated 8th September 1892.
3	*Stories of Insect Life*, by C. M. Yonge.	
4	*Health and Education*, by Kingsley.	
5	*True Words for Brave Men*, by Kingsley.	
6	*General Gordon: A Brief Sketch*, by Baines.	
7	*Heroes of Industry*	
8 to 11	*Rulers of India Series: Akbar, Dalhousie, Lawrence, and Canning.*	
12	*Cassell's Technical Educator* ..	
13	*Anglo-Indian Worthies*, by Henry Morris, C.S.	
14	*Urdú Qawá'id Ferozi*, Part I, by M. Feroz-ud-dín, Municipal Board School, Siálkot.	Middle School Libraries.

Additions to the Library of Reference and Museum.

I.—Donations.

The Committee acknowledge receipt, with thanks, of gifts of books, sent either direct to the Secretary, or through the Director of Public Instruction, from Messrs. Macmillan and Co; Longmans, Green and Co; Blackie and Sons; W. and R. Chambers; George Bell and Sons; W. H. Allen and Co; and Percival and Co. It is to the interest of publishers to bring their Publications to the notice of the Committee even though they may not be prescribed as text-books.

The Committee are also indebted to the following Publishers for the very large number of books, maps, charts, and educational appliances, exhibited at the last Punjab Exhibition, and afterwards made over to the Committee:—Messrs. Macmillan and Co.; Mr. E. J. Arnold; Messrs. George Bell and Sons; Messrs. Longmans, Green and Co.; Messrs. Ruddiman Johnston and Co.; Messrs. W. & A. K. Johnston; Messrs. W. and R. Chambers; Messrs. T. Nelson and Sons; Mr. Thomas Laurie; Messrs. G. W. Bacon and Co.; the Society for Promoting Christian Knowledge and the National Society; Mr. Edward Stanford; and the Clarendon Press. These gifts constitute a very valuable addition to the Committee's Reference Library.

Some of these Publishers have favoured the Committee with spare copies of their Catalogues, which will be distributed among the Arts Colleges and Schools of the Punjab.

II.—General Additions to the Library.

1. 509 Books on English Language, Literature, and Grammar.
2. 42 „ on Biography.
3. 83 „ on Science.
4. 253 English Readers.
5. 56 Books on History.
6. 109 „ on Mathematics.
7. 86 „ on Geography, Travels, Sports, and Atlases.
8. 146 Maps, Charts, and Educational Appliances, &c.
9. 9 Books on Philosophy.
10. 38 „ on French Language.
11. 9 „ on German Language.
12. 30 „ on Italian Language.
13. 15 „ on Commercial Education.
14. 28 „ on Physical Education.
15. 20 „ on General Education.
16. 9 „ on Technical Education.
17. 103 „ in Urdú, Persian, Language and Literature.
18. 30 Hindí and Sanskrit books.
19. 19 Gurmukhí books.

The total addition to the Library, therefore, is 1594 volumes. Out of these, 1343 have been received from the Exhibition.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, PUNJAB, FOR THE YEAR 1893-94.

The opening balance of Secretariat Books held on commission sale by Munshí Gulâb Singh and Sons amounted, at the commencement of the year, to Rs. 1,445-8-3. No books were supplied during the year. A sum of Rs. 446-6-5, being proceeds of sales effected up to the close of the year, was paid into the Treasury, leaving a balance of Rs. 999-1-10, which represents the value of books, less discount at 10 per cent., still in the hands of the Contractor (*vide* Statement No. I).

2. The balance due by Munshí Gulâb Singh and Sons, on account of Government share of copy right in text-books, stood on 1st April, 1893, at Rs. 4,786-0-10, and the sum due on publications issued during the year amounted to Rs. 9,364-8-7, making a total of Rs. 14,150-9-5. The payments made into the Treasury to the credit of the Text-Book Committee during the year aggregated Rs. 9,297-5-7, leaving a balance of Rs. 4,853-3-10 still due, mostly on account of books published, but not submitted to be stamped up to 31st March, 1894.

3. During the year under report 68 books or editions were brought out with an average of about 7600 copies to each edition. The printing and paper were of the prescribed standard.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHÍ GULÁB SINGH AND SONS FROM 1ST APRIL, 1893, TO 31ST MARCH, 1894.

(I).—*Account of Secretariat Books held on Commission Sale.*

Credit.	Total. Rs.	A.	P.	Debit.	Total. Rs	A.	P.
Payments made during the year	446	6	5	Balance on 31st March, 1893	1,445	8	3
Balance due	999	1	10	Books supplied during the year	.	...	...
Total	1,445	8	3	Total	1,445	8	3

(II).—*Account of Government Shares of Copyright in the Departmental Text-Books published by the Contractors.*

	Rs.	A.	P		Rs.	A.	P.
Payments made during the year	9.297	5	7	Balance on 31st March, 1893	4,786	0	10
Balance due	4,853	3	10	Government shares of copyright in books published by the Contractors during the year	9,364	8	7
Total	14,150	9	5	Total	14,150	9	5

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1893-94.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				University Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns* and Villages.	Population.†		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
110,667	Towns ... 178	Males 11,255,986	Institutions. For Males...	9	1	283	1,787	6	7	2,093	585	5,275	7,953	Institutions to number of towns and villeges. 22·82
	Villages 34,664	Females 9,610,861	Institutions. For Females,	...	...	28	322	...	...	350	...	1,023	1,373	3·94
	Total 34,842	Total 20,866,847	Total ...	9	1	311	2,109	6	7	2,443	585	6,298	9,326	26·76
			Scholars. Males ...	870	189	51,328	85,611	278	1,100	139,376	7,957	87,188	234,521	Male scholars to male population of school-going age. ‡ 13·89
			Scholars. Females...	...	...	2,048	10,774	...	...	12,822	...	14,082	26,904	Female scholars to female population of school-going age. ‡ 1·86
			Total ...	870	189	53,376	96,385	278	1,100	152,198	7,957	101,270	261,425	8·35

* A town contains 5,000 inhabitants or upwards. A village contains less than 5.000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

(For Details, see General Table IV).

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males	1,42,409	63,129	8,71,458	4,09,811	63,037	81,913	16,31,757	66,926	44,451	1,65,383	1,52,705	3,61,375	34,020	2,15,182	10,40,042	28,81,125
For Females	...	...	1,26,353	82.973	...	...	2,09,326									
Total	1,42,409	63,129	9,97,811	4,92,784	63,037	81,913	18,41,083	66,926	44,451	1,65,383	1,52,705	3,61,375	34,020	2,15,182	10,40,042	28,81,125
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·70	5·87	15·68	2·35	6·63	5·83	43·06	1·38	4·79	16·18	7·41	23·20	0·70	3·28	56·94	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·15	·32	15·48	49·15	·23	...	65·33	·21	...	2·19	7·83	12·52	1·79	10·13	34·67	100
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·45	·53	55·46	17·25	·02	1·25	75·96	...	...	·36	4·51	11·25	1·61	6·31	24·04	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	4·94	2·19	34·63	17·11	2·19	2·84	63·90	2·33	1·54	5·74	5·30	12·54	1·18	7·47	36·10	100

3. Average Annual Cost of educating each Pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. — Cost to Provincial Revenues ...	219 1 5	270 14 2	13 0 4	8 9 1	157 12 4	64 15 0	64 10 5
Cost to Local & Municipal Funds	...	19 6 8	0 6 9	0 15 4	3 13 8	0 1 10	1 13 4
Total Cost ...	302 11 8	314 1 2	38 1 0	13 2 5	161 10 1	88 7 1	88 6 8
Local Fund Schools. — Cost to Provincial Revenues ...	...	...	0 1 8	0 0 3	...	...	0 0 6
Cost to Local Funds	...	...	5 0 11	4 6 2	...	...	4 7 9
Total Cost ...	...	...	7 10 3	4 13 3	...	...	5 3 9
Municipal Schools. — Cost to Provincial Revenues ...	...	...	0 2 1	0 2 4	...	...	0 2 2
Cost to Municipal Funds ...	94 4 3	...	7 8 5	4 15 5	...	19 10 5	6 13 8
Total Cost ...	149 4 9	..	16 7 8	6 9 3	...	19 12 9	13 6 8
Aided Institutions. — Cost to Provincial Revenues ...	53 7 6	...	10 5 8	1 13 11	...	24 11 10	7 15 2
Cost to Local & Municipal Funds	8 1 0	...	1 8 11	0 11 11	...	...	1 5 9
Total Cost ...	177 1 11	...	35 3 1	8 6 6	....	74 2 5	27 11 4
Unaided Institutions ... Total Cost ...	54 14 5	...	11 1 2	6 8 10	...	...	11 9 0
All Institutions. — Cost to Provincial Revenues ...	75 11 2	270 14 2	2 11 8	0 3 9	157 12 4	48 11 0	2 11 7
Cost to Local & Municipal Funds	7 4 8	19 6 8	5 7 5	4 1 8	3 13 8	3 15 0	4 10 2
Total Cost ...	173 7 3	314 1 2	18 11 10	5 6 9	161 10 1	73 11 7	12 8 10

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES.																
English	1	199	188	169	1	31	30	25	3	326	321	302	3	241	211	183
Oriental	..	...	...	...	...	...	...	...	1	73	71	56		...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.																
Medicine	1	189	201	191	...	...	...	...		...	...	...	..	..	...	...
Total ...	2	388	389	360	1	31	30	25	4	399	392	358	3	241	211	183
School Education, General. — DAEY SCHOOLS.																
For Boys. High Schools	4	1,238	1,253	1,088	22	7,011	7,224	5,962	23	6,628	6,656	5,531	9	2,477	2,611	2,020
For Boys. Middle Schools — English ...	...	...	...	..	54	9,955	9,817	8,056	28	3,658	3,674	3,101	20	2,455	2,308	1,910
For Boys. Middle Schools — Vernacular	..	..	..	...	122	17,802	17,627	14,572		...	...	...	1	104	124	103
For Girls. High Schools	2	300	301	290	...	...	...	...	5	300	268	248	.	...	..	...
For Girls. Middle Schools — English ...	..	...	...	...	...	...	...	..	14	790	732	654		...	...	...
For Girls. Middle Schools — Vernacular	...	...	...	...	5	308	306	254	2	350	337	229	.	...	...	...
Total ...	6	1,538	1,554	1,378	203	35,076	34,974	28,844	72	11,726	11,667	9,763	30	5,036	5,043	4,033
PRIMARY SCHOOLS— For Boys ...	5	528	478	400	1,686	79,548	74,953	61,692	71	4,362	4,019	3,269	25	1,173	1,123	910
PRIMARY SCHOOLS— For Girls ...	...	...	...	...	202	6,575	6,283	4,716	113	3,961	3,804	2,846	7	238	210	163
Total ...	5	528	478	400	1,888	86,123	81,236	66,408	184	8,323	7,823	6,115	32	1,411	1,333	1,073
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.																
Training Schools for Masters.	6	278	390	375	...	...	...	...	..	...	...	...	...	...	..	...
Schools of Art ...	1	139	129	100	...	...	...	...	..	...	...	...	.	...	...	...
Law Schools ...	..	...	...	...	...	...	...	...	1	169	97	75	..	...	...	...
Medical Schools ..	1	286	302	277	...	...	...	...	.	...	...	...	.	...	...	...
Industrial Schools	1	275	281	228	2	147	218	157		...	...	...	...	...	...	.
Other Schools ...	1	84	84	80	...	..	...	...		..	...	...		.	...	...
Total ...	10	1,062	1,186	1,060	2	147	218	157	1	169	97	75		...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	23	3,516	3,607	3,198	2,094	121,377	116,458	95,434	261	20,617	19,979	16,311	65	6,688	6,587	5,289

PRIVATE INSTITUTIONS ...	1. *Advanced Teaching*— (a). Arabic or Persain		
	(b). Sanskrit		
	2. *Elementary teaching a Vernacular only or mainly*	For Boys	
		„ Girls	
	3. *Do. do. the Qurán**	For Boys	
		„ Girls	
	4. *Other Schools not conforming to Departmental Standard* ..	For Boys	
		„ Girls	
		TOTAL	
		GRAND TOTAL	

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
8	797	797	656	...	4	25	637	130	1	...	...	(a) Classification—
1	73	57	73	18	...	.	32	41	...	..	...	*I Division.*—Sixty-five boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (20 boys), and carpentry (44), reading, writing, and arithmetic.
1	189	189	..	.	6	7	141	35	...	11		
10	1,059	1,043	729	18	10	32	810	206	1	11	.	*II Division.*—Twenty-one boys learn building drawing from copies, model drawing, decorative drawing in colours (8 boys), and carpentry (13 boys), perspective part II, plane geometry whole, modelling.
58	17,354	12,586	12,694	16,279	572	273	10,501	5,985	23	4	...	
102	16,008	8,098	7,814	15,888	253	62	10,672	5,002	79	28	..	
123	17,906	...	7,258	17,880	...	112	11,271	6,509	14	...	..	
7	600	600	160	186	456	139	...	...	5	...	5	*III Division.*—Fifteen boys learn building drawing from originals, ornamental drawing and design (6 boys), and carpentry (9 boys), light and shade, modelling, perspective part IV, plane and solid geometry whole.
14	790	655	53	190	601	174	2	2	8	.	11	
7	658	4	110	658	.	15	417	226	..	..	...	
311	53,376	21,913	28,089	51,081	1,885	775	32,863	17,724	129	32	16	
1,787	85,611	1,400	14,855	85,536	76	58	49,727	35,642	108	35	..	
322	10,774	133	248	10,672	90	167	6,361	4,070	86	..	44	
2,109	96,385	1,533	15,103	96,208	166	225	56,088	39,712	194	35	44	*IV Division.*—Fifteen boys learn applied designs for buildings, decorations, wood-working and modelling, surveying, estimating, mensuration, and plotting.
6	278	34	182	274	..	1	178	99	...	...	.	
1	(a) 139	..	..	..	1		73	65	..	...	.	*Engineering Class.*—Twenty-three boys learn elementary building drawing, surveying, levelling, estimating, building materials, and construction.
1	169	154	...	15	..	2	145	22	.	...		
1	286	..		286	.	4	198	84	...	9	...	
3	(b) 422	63	15	394	.	..	179	243	.	...	...	(b) Two hundred and one boys learn carpentry and drawing, 134 learn carpentry only, 60 learn drawing, and 43 learn engraving.
1	(c) 84	...	.		.	..	20	64		..		
13	1,378	251	197	969	1	7	793	577		9	..	(c) All learn Veterinary Surgery and Medicine, Veterinary Anatomy and Physiology, and Materia Medica.
2,443	152,198	24,770	44,118	148,276	2,062	1,039	90,551	58,219	324	87	60	
466	6,224	..	5,939	441	..	...	260	5,957	7	..		
119	1,733		1,670	67	...	.	1,732	1	...			
1,450	32,852	1	1,738	32,282	.	48	23,908	8,802	94	52	..	
59	1,054	.	33	1,048	..		798	254	2		41	* The Qurán, Shástras, or other religious books by rote.
3,410	40,711	...	10,141	890	.	..	881	39,805	25	621	..	
933	11,440		11,414	37			173	11,267		...	433	
415	13,625	64	472	13,187	58	601	5,125	6,752	1,089	..	.	
31	1,588	97	38	1,485	51	53	724	707	53	..	27	
6,883	109,227	162	61,445	49,437	109	702	33,601	73,545	1,270	673	501	
9,326	261,425	24,932	105,563	197,713	2,171	1,741	124,155	131,764	1,594	760	561	

EDUCATION—GENERAL TABLE III (A).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1893-94.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Public Management. Managed by Government. Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Under Private Management. Aided by Government. Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning. English.	A Classical Language.	A Vernacular Language.	Classification of Scholars on the 31st of March according to Race or Creed. Europeans and Eurasians.	Others.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
SECONDARY SCHOOLS.																					
School Education, General. For Boys... High Schools ..	2	374	363	337	2	191	174	167	...	...	...	...	4	565	565	155	385	565	...	4	...
For Boys... Middle Schools ...	...	...	...	..	7	262	237	203	...	...	...	...	7	262	262	10	82	251	11	28	..
For Girls... High Schools ...	2	300	301	290	3	147	125	119	...	...	...	...	5	447	447	80	33	447	...	...	5
For Girls... Middle Schools ...	...	...	...	...	11	608	559	495	..	...	...	...	11	608	608	49	27	604	4	...	11
Total ..	4	674	664	627	23	1,208	1,095	984	...	...	...	..	27	1,882	1,882	294	527	1,867	15	32	16
PRIMARY SCHOOLS.																					
For Boys	...	...	...	...	2	75	58	40	...	..	...	...	2	75	75	...	...	75	...	35	...
For Girls	...	...	...	...	3	86	79	55	1	13	13	11	4	99	99	...	..	90	9	...	44
Total ...	...	...	..	...	5	161	137	95	1	13	13	11	6	174	174	...	...	165	9	35	44
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION,	4	674	664	627	28	1,369	1,232	1,079	1	13	13	11	33	2,056	2,056	294	527	2,032	24	67	60
PRIVATE INSTITUTIONS ... ... Schools not conforming to Departmental Standard ... ... For Boys													3	58	58	48	11	58	...	...	...
„ Girls													3	51	51	20	...	51	..	...	18
Total ...													6	109	109	68	11	109	...	...	18
GRAND TOTAL ...													39	2,165	2,165	362	538	2,141	24	67	78

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

EDUCATION—GENERAL

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES.																
English	1	199	188	169	1	31	30	25	3	326	321	302	3	241	211	183
Oriental	...	...	...	...	...	...	...	...	1	73	71	56	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.																
Medicine	1	189	201	191	...	...	...	...	...	...	...	...	...	...	...	..
Total ...	2	388	389	360	1	31	30	25	4	399	392	358	3	241	211	183
SECONDARY SCHOOLS.																
School Education, General. — For Boys. — High Schools	2	864	890	751	22	7,011	7,224	5,962	21	6,437	6,482	5,364	9	2,477	2,611	2,020
Middle Schools																
English ...	...	...	...	...	54	9,955	9,817	8,056	21	3,396	3,437	2,898	20	2,455	2,308	1,910
Vernacular ...	...	...	...	...	122	17,802	17,627	14,572	..	...	...	...	1	104	124	103
For Girls. — High Schools	...	...	...	...	...	...	...	...	2	153	143	129	..	...	...	...
Middle Schools																
English ...	...	...	...	...	...	...	...	...	3	182	173	159	...	...	...	...
Vernacular ...	...	...	...	...	5	308	306	254	2	350	337	229	.	...	...	...
Total ...	2	864	890	751	203	35,076	34,974	28,844	49	10,518	10,572	8,779	30	5,036	5,043	4,033
PRIMARY SCHOOLS.																
For Boys	5	528	478	400	1,686	79,548	74,953	61,692	69	4,287	3,961	3,229	25	1,173	1,123	910
For Girls	...	...	...	...	202	6,575	6,283	4,716	110	3,875	3,725	2,791	6	225	197	152
Total ...	5	528	478	400	1,888	86,123	81,236	66,408	179	8,162	7,686	6,020	31	1,398	1,320	1,062
SCHOOLS FOR SPECIAL INSTRUCTION.																
School Education, Special. — Training Schools for Masters.	6	278	390	375	...	...	...	...		...	...	...	..	...	...	...
Schools of Art . .	1	139	129	100	...	...	..	...	...	...	...	...	.	...	...	...
Law Schools ...	..	...	...	...	...	...	...	...	1	169	97	75	..	...	...	...
Medical Schools ...	1	286	302	277	...	...	..	...	..	...	...	...	..	...	...	...
Industrial Schools	1	275	281	228	2	147	218	157	...	...	..	...	..	...	...	...
Other Schools ...	1	84	84	80	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	10	1,062	1,186	1,060	2	147	218	157	1	169	97	75	..	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	19	2,842	2,943	2,571	2,094	121,377	116,458	95,434	233	19,248	18,747	15,232	64	6,675	6,574	5,278

PRIVATE INSTITUTIONS ...	1. *Advanced Teaching*— (*a*). Arabic or Persian		...	...
	(*b*). Sanskrit		...	...
	2. *Elementary teaching a Vernacular only or mainly*	For Boys	...	...
		,, Girls	...	...
	3. *Do. do. the Qurán**	For Boys	...	...
		,, Girls	...	...
	4. *Other Schools not conforming to Departmental Standard.*	For Boys	...	...
		,, Girls	...	...
		TOTAL	...	...
		GRAND TOTAL	...	...

TABLE III (B).

(FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
8	797	797	656	...	4	25	637	130	1	...	...	(a). Classification—
1	73	57	73	18	.	...	32	41	...	...	...	*I Division.*—Sixty-five boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (20 boys), and carpentry (44), reading, writing, and arithmetic.
1	189	189	...	...	6	7	141	35	...	11	...	
10	1,059	1,043	729	18	10	32	810	206	1	11	...	*II Division.*—Twenty-one boys learn building drawing from copies, model drawing, decorative drawing in colours (8 boys), and carpentry (13 boys), perspective part II, plane geometry whole, modelling.
54	16,789	12,021	12,539	15,894	7	273	10,501	5,985	23	...	..	
95	15,806	7,836	7,804	15,806	2	62	10,672	5,002	68	...	...	
123	17,906	...	7,258	17,880	...	112	11,271	6,509	14	...	...	*III Division.*—Fifteen boys learn building drawing from originals, ornamental drawing and design (6 boys), and carpentry (9 boys), light and shade, modelling, perspective part IV, plane and solid geometry whole.
2	153	153	80	153	9	139	...	...	5	...	...	
3	182	47	4	163	...	174	2	2	4	...	...	
7	658	4	110	658	.	15	417	226	...	...	...	
284	51,494	20,061	27,795	50,554	18	775	32,863	17,724	114	...	...	
1,785	85,536	1,325	14,855	85,536	1	58	49,727	35,642	108	...	...	*IV Division.*—Fifteen boys learn applied designs for buildings, decorations, wood-working and modelling, surveying, estimating, mensuration, and plotting.
318	10,675	34	248	10,672	..	167	6,361	4,070	77	..	...	
2,103	96,211	1,359	15,103	96,208	1	225	56,088	39,712	185	..	...	
6	278	34	182	274	..	1	178	99	...	...	...	*Engineering Class.*—Twenty-three boys learn elementary building drawing, surveying, levelling, estimating, building materials, and construction.
1	(a) 139	...	...	...	1	..	73	65	...	...	...	
1	169	154	...	15	..	2	145	22	...	...	...	(b). Two hundred and one boys learn carpentry and drawing, 134 learn carpentry only, 60 learn drawing, and 43 learn engraving.
1	286	...	...	286	..	4	198	84	...	9	...	
3	(b) 422	63	15	394	..	...	179	243	...	...	...	
1	(c) 84	...	...	...		...	20	64	..	...	...	(c). All learn Veterinary Surgery and Medicine, Veterinary Anatomy and Physiology, and Materia Medica.
13	1,378	251	197	969	1	7	793	577	..	9	...	
2,410	150,142	22,714	43,824	147,749	30	1,039	90,554	58,219	300	20	...	
466	6,224	...	5,939	441	..	...	260	5,957	7	...	...	
119	1,733	...	1,670	67	.	...	1,732	1	..	..	...	
1,450	32,852	1	1,738	32,282	..	48	23,908	8,802	94	52	...	
59	1,054	...	33	1,048	..	...	798	254	2	..	41	
3,410	40,711	...	40,141	890	..	...	881	39,805	25	621	...	* The Qurán, Shástras, or other religious books by rote.
983	11,440	...	11,414	37		...	173	11,267	..	...	433	
412	13,567	6	424	13,176	..	601	5,125	6,752	1,089	...	...	
28	1,537	46	18	1,485	..	53	724	707	53	...	9	
6,877	109,118	53	61,377	49,426	..	702	33,601	73,545	1,270	673	483	
9,287	259,260	22,767	105,201	197,175	30	1,741	124,155	131,764	1,570	693	483	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	41,189	...	...	15,725	...	...	56,914
University Education. — Oriental	...	...	...	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	54,448	2,056	1,847	4,778	...	...	63,129
Total	95,637	2,056	1,847	20,503	...	...	1,20,043
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	14,872	...	661	11,481	...	(a) 19,127	46,141
School Education, General. — For Boys — Middle Schools — English ...	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	5,367	...	...	666	...	(b) 6,983	13,016
School Education, General. — For Girls — Middle Schools — English ...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	20,239	...	661	12,147	...	26,110	59,157
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,096	...	459	1,403	...	330	6,288
School Education, General. — For Girls	...	...	...	..	...	..	...
Total	4,096	...	459	1,403	...	330	6,288
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	61,532	1,463	42	...	...	...	63,037
School Education, Special. — Schools of Art	13,280	20	27	134	34	218	13,713
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	15,542	20	28	...	35	221	15,846
School Education, Special. — Industrial Schools	7,112	...	...	39	...	...	7,151
School Education, Special. — Other Schools	15,759	...	...	...	...	(c) 17,935	33,694
Total	1,13,225	1,503	97	173	69	18,374	1,33,441
Buildings	2,06,657	...	...	...	...	...	2,06,657
Furniture and Apparatus (Special Grants only)	6,257	...	...	...	...	(d) 4,190	10,447
Total	2,12,914	...	...	...	...	4,190	2,17,104
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	..	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	..	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,46,111	3,559	3,064	34,226	69	49,004	5,36,033

(a) Includes Rs. 14,320
(b) From Imperial Re
(c) Ditto
(d) Includes Rs. 873

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

INSTITUTIONS.

Management.							Under Private Management.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	2,828	1,651	...	...	4,479	9,000	425	1,500	19,952	8,192	10,073	49,142
...	...	...	...	...	...	...	11,960	531	706	475	906	5,711	20,289
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,828	1,651	...	...	4,479	20,960	956	2,206	20,427	9,098	15,784	69,431
1,953	7,148	96,197	90,321	644	174	1,96,437	65,786	562	12,264	99,981	1,915	56,134	2,36,642
1,920	18,338	54,205	69,690	1,708	642	1,46,503	17,594	1,166	3,353	25,887	5,543	16,763	70,306
...	71,001	16,828	31,075	640	26	1,19,570	...	...	...	...	...	...	...
...	..	...	...	...	...	...	9,562	...	...	16,617	9	16,367	42,555
...	...	...	...	...	...	...	18,524	...	...	16,468	2,532	12,210	49,734
491	429	8,104	...	...	...	9,024	9,376	...	875	47	...	1,726	12,024
4,364	96,916	1,75,334	1,91,086	2,992	842	4,71,534	1,20,842	1,728	16,492	1,59,000	9,999	1,03,200	4,11,261
120	2,93,119	35,024	41,323	241	260	3,70,087	5,422	1,033	1,292	7,445	1,477	10,276	26,945
2,894	18,017	20,728	...	216	32	41,887	9,221	1,148	2,381	2,190	3,837	20,065	38,842
3,014	3,11,136	55,752	41,323	457	292	4,11,974	14,643	2,181	3,673	9,635	5,314	30,341	65,787
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	2,400	...	...	4,793	...	...	7,193
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,285	31	...	...	4,316	...	...	...	..	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	4,285	31	...	...	4,316	2,400	...	...	4,793	...	...	7,193
5,113	78,388	39,048	...	150	3,478	1,26,177	3,450	1,420	...	...	1,849	21,822	28,541
...	11,369	5,564	...	100	164	17,197	205	...	..	...	863	4,756	5,824
5,113	89,757	44,612	...	250	3,642	1,43,374	3,655	1,420	...	...	2,712	26,578	34,365
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12,491	4,97,809	2,82,811	2,34,091	3,699	4,776	10,35,677	1,62,500	6,285	22,371	1,93,855	27,123	1,75,903	5,88,037

from Imperial Revenues.
venues.
ditto.
from Imperial Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded.*			
	Unaided.			
	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. — English	6,035	1,772	3,778	11,585
Oriental	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.				
Medicine	...	...	...	...
Total ...	6,035	1,772	3,778	11,585
SECONDARY SCHOOLS.				
School Education, General. — For Boys — High Schools	21,324	5,257	10,424	37,005
For Boys — Middle Schools — English ...	7,778	5,736	3,016	16,530
For Boys — Middle Schools — Vernacular	930	...	1,394	2,324
For Girls — High Schools	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...
Total ...	30,032	10,993	14,834	55,859
PRIMARY SCHOOLS.				
For Boys	2,024	3,044	1,423	6,491
For Girls	302	852	1,090	2,244
Total ...	2,326	3,896	2,513	8,735
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. — Training Schools for Masters	...	...	...	...
Schools of Art	...	...	...	...
Law Schools	...	...	...	...
Medical Schools	...	...	...	...
Industrial Schools	...	...	...	...
Other Schools	...	...	...	...
Total ...	...	...	...	...
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	..	552	552
Total ...	...	...	552	552
University	...	...	...	...
Direction	...	...	...	...
Inspection	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...
Professional Colleges	...	...	..	...
Secondary Schools	...	...	...	...
Primary Schools	...	...	...	...
Special Schools other than Training Schools	...	...	...	...
Miscellaneous	...	...	...	...
Total ...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	38,393	16,661	21,677	76,731

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
50,189	425	4,328	43,363	23,815	1,22,120	
11,960	531	706	475	6,617	20,289	
54,448	2,056	1,847	4,778	...	63,129	
1,16,597	3,012	6,881	48,616	30,432	2,05,538	
82,611	7,710	1,09,122	2,23,107	(a) 93,675	5,16,225	(a) Includes Rs. 14,320 from Imperial Revenues.
19,514	19,504	57,558	1,03,355	33,408	2,33,339	
...	71,001	16,828	32,005	2,060	1,21,894	
14,929	...	...	17,283	(b) 23,359	55,571	(b) Includes Rs. 6,983 from Imperial Revenues.
18,524	...	...	16,468	14,742	49,734	
9,867	429	8,979	47	1,726	21,048	
1,45,445	98,644	1,92,487	3,92,265	1,68,970	9,97,811	
9,638	2,94,152	36.775	52,195	17,051	4,09,811	
12,115	19,165	23,109	2,492	26,092	82,973	
21,753	3,13,317	59,884	54,687	43,143	4,92,784	
61,532	1,463	42	...	...	63,037	
13.280	20	27	134	252	13,713	
2,400	...	...	4,793	...	7,193	
15,542	20	28	...	256	15,846	
7,112	...	4,285	70	...	11,467	
15,759	...	...	...	(c) 17,935	33,694	(c) From Imperial Revenues.
1,15,625	1,503	4,382	4,997	18,443	1,44,950	
2,15,220	79,808	39,048	...	27,299	3,61,375	
6,462	11,369	5,564	...	(d) 10,625	34,020	(d) Includes Rs. 873 from Imperial Revenues.
2,21,682	91,177	44,612	..	37,924	3,95,395	
12,825	1,349	...	44,233	8,519	(e) 66,926	(e) Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
44,451	...	...	...	...	44,451	
1,50,059	13,962	1,249	...	113	1,65,383	
14,887	1,053	2,414	...	5,116	23,470	
8,025	982	890	...	3,202	13,099	
12,373	44,153	10,840	...	3,759	71,125	
9,926	265	...	...	384	10,575	
23,529	3,459	1,501	...	5,947	34,436	
30,459	64,584	21,909	...	(f) 98,230	2,15,182	(f) Includes Rs. 90,070 from Imperial Revenues.
3,06,534	1,29,807	38,803	44,233	1,25,270	6,44,647	
9,27,636	6,37,460	3,47,049	5,44,798	4,24,182	28,81,125	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC			
			UNDER PUBLIC MANAGEMENT.			
			Managed by Government.			
			Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1			2	3	4	5
	SECONDARY SCHOOLS.		Rs.	Rs.	Rs.	Rs.
School Education, General.	For Boys	High Schools	7,022	1,333	(a) 14,320	22,675
		Middle Schools—English	...	...	...	...
	For Girls	High Schools	5,367	666	(b) 6,983	13,016
		Middle Schools—English	...	...	...	...
		Total ...	12,389	1,999	21,303	35,691
	PRIMARY SCHOOLS.					
	For Boys		...	...	...	...
	For Girls		...	...	...	...
		Total ...	...	...	...	...
Buildings			1,76,655	...	...	1,76,655
Furniture and Apparatus (Special Grants only			...	...	(c) 873	873
		Tota ...	1,76,655	...	873	1,77,528
Scholarships held in Secondary Schools			...	...	...	...
Miscellaneous			...	...	...	...
		Total ...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...			1,89,044	1,999	22,176	2,13,219

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1893-94.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
9,164	18,213	431	3,761	31,569	...	...	..	...	16,186	19,546	(a)18,512	54,244	(a) Rs. 14,320 from Imperial Revenues.
7,498	7,308	2,571	6,455	23,832	...	..	...	...	7,498	7,308	9,026	23,832	
5,612	15,274	..	6,236	27,122	.	...	...	...	10,979	15,940	(b) 13,219	40,138	(b) Rs. 6,983 from Imperial Revenues.
16,408	16,468	2,532	5,916	41,324	..	...	...	..	16,408	16,468	8,448	41,324	
38,682	57,263	5,534	22,368	1,23,847	...	...	...	...	51,071	59,262	49,205	1,59,538	
1,314	865	263	1,329	3,771	...	...	...	...	1,314	865	1,592	3,771	
1,596	2,043	...	2,312	5,951	72	20	28	120	1,596	2,115	2,360	6,071	
2,910	2,908	263	3,641	9,722	72	20	28	120	2,910	2,980	3,952	9,842	
500	...	1,774	5,816	8,090	...	...	...	...	1,77,155	...	7,590	1,84,745	
...	...	...	753	753	...	...	...	...	...	...	(c) 1,626	1,626	(c) Includes Rs. 873 from Imperial Revenues.
500	...	1,774	6,569	8,843	...	..	...	...	1,77,155	...	9,216	1,86,371	
...	..	...	...	...	...	...	...	...	2,029	...	180	2,209	
...	...	...	...	...	...	...	...	...	14,266	...	(d)90,070	1,04,336	(d) From Imperial Revenues.
...	...	...	...	...	...	...	...	...	16,295	...	90,250	1,06,545	
42,092	60,171	7,571	32,578	1,42,412	72	20	28	120	2,47,431	62,242	1,52,623	4,62,296	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC				
	UNDER PUBLIC				
	Managed by				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1	2	3	4	5	6
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	41,189	...	...	15,725	...
University Education. — Oriental	...	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.					
University Education. — Medicine	54,448	2,056	1,847	4,778	...
Total ...	95,637	2,056	1,847	20,503	...
SECONDARY SCHOOLS.					
School Education, General. — For Boys — High Schools	7,850	...	661	10,148	...
School Education, General. — For Boys — Middle Schools ... English ...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools ... Vernacular ...	...	...	...	...	...
School Education, General. — For Girls — High Schools	...	...	..	...	..
School Education, General. — For Girls — Middle Schools ... English ...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools ... Vernacular ...	...	...	...	...	...
Total ...	7,850	...	661	10,148	...
PRIMARY SCHOOLS.					
School Education, General. — For Boys	4,096	...	459	1,403	...
School Education, General. — For Girls	...	...	...	...	...
Total ...	4,096	...	459	1,403	...
SCHOOLS FOR SPECIAL INSTRUCTION.					
School Education, Special. — Training Schools for Masters	61,532	1,463	42	...	...
School Education, Special. — Schools of Art	13,280	20	27	134	34
School Education, Special. — Law Schools	...	...	...	...	...
School Education, Special. — Medical Schools	15,542	20	28	...	35
School Education, Special. — Industrial Schools	7,112	...	...	39	...
School Education, Special. — Other Schools	15,759	...	...	...	...
Total ...	1,13,225	1,503	97	173	69
Buildings	30,002	...	...	...	...
Furniture and Apparatus (Special Grants only) ...	6,257	...	...	...	...
Total ...	36,259	...	...	...	...
University	...	...	...	...	...
Direction	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...
Scholarships held in — Secondary Schools	...	..	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools...	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	2,57,067	3,559	3,064	32,227	69

RAL TABLE IV (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

INSTITUTIONS.								
MANAGEMENT.								
Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	56,914	...	...	2,828	1,651	...	...	4,479
...	...	...	...	...	...	...	...	...
...	63,129	...	...	...	...	...	...	...
..	1,20,043	...	...	2,828	1,651	...	...	4,479
4,807	23,466	1,953	7,148	96,197	90,321	644	174	1,96,437
...	...	1,920	18,338	54,205	69,690	1,708	642	1,46,503
...	...	...	71,001	16,828	31,075	640	26	1,19,570
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	491	429	8,104	...	...	...	9,024
4,807	23,466	4,364	96,916	1,75,334	1,91,086	2,992	842	4,71,534
330	6,288	120	2,93,119	35,024	41,323	241	260	3,70,08
...	...	2,894	18,017	20,728	...	216	32	41,887
330	6,288	3,014	3,11,136	55,752	41,323	457	292	4,11,974
...	63,037	...	...	...	...	...	...	...
218	13,713	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
221	15,846	...	...	...	...	...	...	...
...	7,151	...	...	4,285	31	...	...	4,316
* 17,935	33,694	...	...	...	...	...	...	...
18,374	1,33,441	...	...	4,285	31	...	...	4,316
...	30,002	5,113	78,388	39,048	...	150	3,478	1,26,177
3,317	9,574	...	11,369	5,564	...	100	164	17,197
3,317	39,576	5,113	89,757	44,612	...	250	3,642	1,43,374
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
26,828	3,22,814	12,491	4,97,809	2,82,811	2,34,091	3,699	4,776	10,35,677

* From Imperial Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC INSTITU						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
University Education. — English ...	9,000	425	1,500	19,952	8,192	10,073	49,142
University Education. — Oriental ...	11,960	531	706	475	906	5,711	20,289
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine ...	...	...	...	...	...	..	...
Total ...	20,960	956	2,206	20,427	9,098	15,784	69,431
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools ...	56,622	562	12,264	81,768	1,484	52,373	2,05,078
School Education, General. — For Boys — Middle Schools — English ...	10,096	1,166	3,353	18,579	2,972	10,308	46,474
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools ...	3,950	...	...	1,343	9	10,131	15,433
School Education, General. — For Girls — Middle Schools — English ...	2,116	...	...	...	...	6,294	8,410
School Education, General. — For Girls — Middle Schools — Vernacular	9,376	...	875	47	...	1,726	12,024
Total ...	82,160	1,728	16,492	1,01,737	4,465	80,832	2,87,414
PRIMARY SCHOOLS.							
School Education, General. — For Boys ...	4,108	1,033	1,292	6,580	1,214	8,947	23,174
School Education, General. — For Girls ...	7,625	1,148	2,381	147	3,837	17,753	32,891
Total ...	11,733	2,181	3,673	6,727	5,051	26,700	56,065
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters ...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art ...	...	...	...	...	...	...	...
School Education, Special. — Law Schools ...	2,400	...	...	4,793	...	...	7,193
School Education, Special. — Medical Schools ...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools ...	...	...	...	...	...	...	...
School Education, Special. — Other Schools ...	...	...	...	...	...	...	...
Total ...	2,400	...	...	4,793	...	...	7,193
Buildings ...	2,950	1,420	...	...	75	16,006	20,451
Furniture and Apparatus (Special Grants only)	205	...	...	...	863	4,003	5,071
Total ...	3,155	1,420	...	...	938	20,009	25,522
University ...	..	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	..	...	...	...	...	...
Scholarships held in — Arts Colleges ...	...	...	...	..	...	...	...
Scholarships held in — Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools ...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools ...	..	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools ...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	1,20,408	6,285	22,371	1,33,684	19,552	1,43,325	4,45,625

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

TIONS—*concluded.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,035	1,772	3,778	11,585	50,189	425	4,328	43,363	23,815	1,22,120	
...	...	...	...	11,960	531	706	475	6,617	20,289	
...	...	...	...	54,448	2,056	1,847	4,778	...	63,129	
6,035	1,772	3,778	11,585	1,16,597	3,012	6,881	48,616	30,432	2,05,538	
21,324	5,257	10,424	37,005	66,425	7,710	1,09,122	2,03,561	75,163	4,61,981	
7,778	5,736	3,016	16,530	12,016	19,504	57,558	96,047	24,382	2,09,507	
930	...	1,394	2,324	...	71,001	16,828	32,005	2,060	1,21,894	
...	...	...	...	3,950	...	...	1,343	10,140	15,433	
...	...	...	...	2,116	...	...	...	6,294	8,410	
...	...	...	...	9,867	429	8,970	47	1,726	21,048	
30,032	10,993	14,834	55,859	94,374	98,644	1,92,487	3,33,003	1,19,765	8,38,273	
2,024	3,044	1,423	6,491	8,324	2,94,152	36,775	51,330	15,459	4,06,040	
230	832	1,062	2,124	10,519	19,165	23,109	377	23,732	76,902	
2,254	3,876	2,485	8,615	18,843	3,13,317	59,884	51,707	39,191	4,82,942	
...	...	...	...	61,532	1,463	42	...	...	63,037	
...	...	...	...	13,280	20	27	134	252	13,713	
...	...	...	...	2,400	...	...	4,793	...	7,193	
...	...	...	...	15,542	20	28	...	256	15,846	
...	...	...	...	7,112	...	4,285	70	...	11,467	
...	...	...	...	15,759	...	..	...	* 17,935	33,694	* From Imperial Revenues.
...	...	...	...	1,15,625	1,503	4,382	4,997	18,443	1,44,950	
...	...	...	...	38,065	79,808	39,048	...	19,709	1,76,630	
...	...	552	552	6,462	11,369	5,564	...	8,999	32,394	
...	...	552	552	44,527	91,177	44,612	...	28,708	2,09,024	
...	...	...	...	12,825	1,349	...	44,233	8,519	† 66,926	† Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
...	...	...	...	44,451	...	...	...	...	44,451	
...	...	...	...	1,50,059	13,962	1,249	...	113	1,65,383	
...	...	...	...	14,887	1,053	2,414	...	5,116	23,470	
...	...	...	...	8,025	982	890	...	3,202	13,099	
...	...	...	...	10,344	44,153	10,840	...	3,579	68,916	
...	...	...	...	9,926	265	...	...	384	10,575	
...	...	...	...	23,529	3,459	1,501	...	5,947	34,436	
...	...	...	...	16,193	64,584	21,909	...	8,160	1,10,846	
..	...	...	...	2,90,239	1,29,807	38,803	44,233	35,020	5,38,102	
38,321	16,641	21,649	76,611	6,80,205	6,37,460	3,47,049	4,82,556	2,71,559	24,18,829	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government ...	English ...	4	1,238	177	...	177	369	...	369
	Local Fund ...	English ...	9	1,497	21	...	21	317	...	317
		Vernacular ...	76	10,740	...	...	...	2,552	...	2,552
	Municipal ...	English ...	67	15,469	788	...	788	3,712	...	3,712
		Vernacular ...	46	7,062	...	...	...	1,516	...	1,516
	Aided ...	English ...	50	10,232	838	2	840	2,393	7	2,400
		Vernacular ...	1	54	54	...	54	...	...	...
	Unaided ...	English ...	28	4,747	350	..	350	1,311	...	1,311
		Vernacular ...	2	289	15	...	15	55	...	55
	Total		283	51,328	2,243	2	2,245	12,225	7	12,232
For Girls.	Government ...	English ...	2	300	...	28	28	...	70	70
	Local Fund ...	Vernacular ...	1	43	...	...	...	...	4	4
	Municipal ...	Vernacular ...	4	265	...	...	...	...	48	48
	Aided ...	English ...	19	1,090	...	28	28	2	267	269
		Vernacular ...	2	350	...	...	...	...	33	33
	Total		28	2,048	...	56	56	2	422	424
TOTAL SECONDARY SCHOOLS ...			311	53,376	2,243	58	2,301	12,227	429	12,656
PRIMARY SCHOOLS.										
For Boys.	Government		5	528	...	...	...	...	...	...
	Local Fund		1,588	71,625	...	...	...	...	...	...
	Municipal		98	7,923	...	...	...	...	...	...
	Aided		71	4,362	...	...	...	...	...	...
	Unaided		25	1,173	...	...	...	...	...	...
	Total		1,787	85,611	...	...	...	...	...	...
For Girls.	Local Fund		99	2,800	...	...	...	...	...	...
	Municipal		103	3,775	...	...	...	...	...	...
	Aided		113	3,961	...	...	...	...	...	...
	Unaided		7	238	...	...	...	...	...	...
	Total		322	10,774	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			2,109	96,385	...	...	...	...	...	...
GRAND TOTAL ...			2,420	149,761	2,243	58	2,301	12,227	429	12,656

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1893-94.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
437	...	437	255	...	255	...	...	...	1,238	...	1,238
421	...	421	738	...	738	...	...	...	1,497	...	1,497
1,878	...	1,878	5,931	..	5,931	379	...	379	10,740	...	10,740
4,693	...	4,693	5,965	...	5,965	311	...	311	15,469	...	15,469
1,151	...	1,151	4,071	...	4,071	324	...	324	7,062	...	7,062
2,544	7	2,551	4,168	16	4,184	257	...	257	10,200	32	10,232
...	...	...	...	...	...	...	...	...	54	...	54
1,029	...	1,029	2,057	...	2,057	...	...	...	4,747	...	4,747
100	...	100	119	...	119	...	...	...	289	...	289
12,253	7	12,260	23,304	16	23,320	1,271	..	1,271	51,296	32	51,328
...	104	104	...	98	98	...	...	...	...	300	300
...	9	9	...	30	30	...	...	...	...	43	43
...	115	115	...	102	102	..	...	...	...	265	265
3	270	273	11	509	520	...	...	...	16	1,074	1,090
...	69	69	...	228	228	...	20	20	...	350	350
3	567	570	11	967	978	...	20	20	16	2,032	2,048
12,256	574	12,830	23,315	983	24,298	1,271	20	1,291	51,312	2,064	53,376
126	...	126	402	...	402	...	...	...	528	...	528
12,032	...	12,032	59,096	...	59,096	497	...	497	71,625	...	71,625
420	...	420	6,684	...	6,684	819	...	819	7,923	..	7,923
548	7	555	3,659	28	3,687	120	...	120	4,327	35	4,362
207	...	207	966	...	966	...	...	...	1,173	...	1,173
13,333	7	13,340	70,807	28	70,835	1,436	...	1,436	85,576	35	85,611
...	212	212	...	2,569	2,569	...	19	19	...	2,800	2,800
...	160	160	...	3,394	3,394	...	221	221	...	3,775	3,775
13	246	259	25	3,508	3,533	...	169	169	38	3,923	3,961
2	18	20	4	214	218	...	...	...	6	232	238
15	636	651	29	9,685	9,714	...	409	409	44	10,730	10,774
13,348	643	13,991	70,836	9,713	80,549	1,436	409	1,845	85,620	10,765	96,385
25,604	1,217	26,821	94,151	10,696	104,847	2,707	429	3,136	136,938	12,829	149,761

EDUCATION—GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but hav not passed the Matriculation Examination.* 1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS.							
For Boys ...	Government ...	English ...	2	374	34	...	34
	Aided	English ...	9	453	49	2	31
		Total ...	11	827	83	2	85
For Girls ...	Government ...	English ...	2	300	...	28	28
	Aided	English ...	14	755	...	14	14
		Total ...	16	1,055	...	42	42
TOTAL SECONDARY SCHOOLS ...			27	1,882	83	44	127
PRIMARY SCHOOLS.							
For Boys ...	Aided		2	75	...	...	...
		Total ...	2	75	...	...	...
For Girls ...	Aided		3	86	...	...	...
	Unaided		1	13	...	...	...
		Total ...	4	99	...	...	...
TOTAL PRIMARY SCHOOLS ...			6	174	...	...	...
GRAND TOTAL ...			33	2,056	83	44	127

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END

YEAR 1893-94.

Middle Stage.			Uppe Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
106	...	106	101	...	101	133	...	133	374	...	374
144	7	151	106	7	113	122	16	138	421	32	453
250	7	257	207	7	214	255	16	271	795	32	827
...	70	70	...	104	104	...	98	98	...	300	300
2	198	200	3	208	211	11	319	330	16	739	755
2	268	270	3	312	315	11	417	428	16	1,039	1,055
252	275	527	210	319	529	266	433	699	811	1,071	1,882
...	...	...	9	7	16	31	28	59	40	35	75
...	...	...	9	7	16	31	28	59	40	35	75
...	...	...	13	19	32	25	29	54	38	48	86
...	...	...	2	1	3	4	6	10	6	7	13
...	...	...	15	20	35	29	35	64	44	55	99
...	...	...	24	27	51	60	63	123	84	90	174
252	275	527	234	346	580	326	496	822	895	1,161	2,056

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government ..	English ...	2	864	143	...	143	263	...	263
	Local Fund ...	English ...	9	1,497	21	...	21	317	...	317
		Vernacular .	76	10,740	...	...	...	2,552	...	2,552
	Municipal ...	English ...	67	15,469	788	...	788	3,712	...	3,712
		Vernacular ...	46	7,062	...	..	...	1,516	...	1,516
	Aided ...	English ...	41	9,779	789	...	789	2,249	...	2,249
		Vernacular ...	1	54	54	...	54	...	...	...
	Unaided	English ...	28	4,747	350	...	350	1,311	...	1,311
		Vernacular ...	2	289	15	..	15	55	...	55
	Total ..		272	50,501	2,160	...	2,160	11,975	...	11,975
For Girls.	Local Fund ...	Vernacular ...	1	43	...	...	...	...	4	4
	Municipal ...	Vernacular ...	4	265	...	...	...	...	48	48
	Aided ...	English ...	5	335	...	14	14	...	69	69
		Vernacular ...	2	350	..	...	...	...	33	33
	Total ...		12	993	...	14	14	...	154	154
TOTAL SECONDARY SCHOOLS ...			284	51,494	2,160	14	2,174	11,975	154	12,129
PRIMARY SCHOOLS.										
For Boys.	Government		5	528	...	...	...	...	...	...
	Local Fund		1,588	71,625	...	...	...	...	...	...
	Municipal		98	7,923	...	...	...	...	...	...
	Aided		69	4,287	...	...	...	..	...	...
	Unaided		25	1,173	...	...	...	...	...	...
	Total ...		1,785	85,536	...	..	...	...	...	...
For Girls.	Local Fund		99	2,800	...	...	...	...	...	...
	Municipal		103	3,775	...	...	...	...	...	...
	Aided		110	3,875	...	...	...	...	..	...
	Unaided		6	225	...	...	...	...	...	..
	Total ...		318	10,675	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			2,103	96,211	...	...	...	...	...	...
GRAND TOTAL ...			2,387	147,705	2,160	14	2,174	11,975	154	12,129

RAL TABLE V (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1893-94.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
336	...	336	122	...	122	...	...	...	864	...	864
421	...	421	738	...	738	...	...	...	1,497	...	1,497
1,878	...	1,878	5,931	...	5,931	379	...	379	10,740	...	10,740
4,693	...	4,693	5,965	...	5,965	311	...	311	15,469	...	15,469
1,151	...	1,151	4,071	...	4,071	324	...	324	7,062	...	7,062
2,438	...	2,438	4,046	...	4,046	257	...	257	9,779	...	9,779
...	...	...	...	...	...	...	...	...	54	...	54
1,029	...	1,029	2,057	...	2,057	...	...	...	4,747	...	4,747
100	...	100	119	...	119	...	...	...	289	...	289
12,046	...	12,046	23,049	...	23,049	1,271	...	1,271	50,501	...	50,501
...	9	9	...	30	30	...	...	...	...	43	43
...	115	115	...	102	102	...	...	...	...	265	265
...	62	62	...	190	190	...	...	...	...	335	335
...	69	69	...	228	228	...	20	20	...	350	350
...	255	255	...	550	550	...	20	20	...	993	993
12,046	255	12,301	23,049	550	23,599	1,271	20	1,291	50,501	993	51,494
126	...	126	402	...	402	...	..	...	528	...	528
12,032	...	12,032	59,096	...	59,096	497	...	497	71,625	...	71,625
420	...	420	6,684	...	6,684	819	...	819	7,923	...	7,923
539	...	539	3,628	...	3,628	120	...	120	4,287	...	4,287
207	...	207	966	...	966	...	...	...	1,173	...	1,173
13,324	...	13,324	70,776	...	70,776	1,436	...	1,436	85,536	...	85,536
...	212	212	...	2,569	2,569	...	19	19	...	2,800	2,800
...	160	160	...	3,394	3,394	...	221	221	...	3,775	3,775
...	227	227	...	3,479	3,479	...	169	169	...	3,875	3,875
...	17	17	...	208	208	...	...	...	...	225	225
...	616	616	...	9,650	9,650	...	409	409	...	10,675	10,675
13,324	616	13,940	70,776	9,650	80,426	1,436	409	1,845	85,536	10,675	96,211
25,370	871	26,241	93,825	10,200	104,025	2,707	429	[illegible]	136,037	11,668	147,705

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1893 94.

NATURE OF EXAMINATION.	Number of Institutions sending Examiners.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions	Private Students.	Total.	Institutions under Public management	Aided Institutions.	Other Institutions.	Private Students	Total	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Arts Colleges.																			
1. Master of Arts	1	2	...	3	14	6	...	1	21	8	3	...	1	12	...	...	9	3	...
2. Bachelor of Arts	1	2	...	3	62	62	...	53	177	44	39	...	25	108	...	2	90	16	...
3. First Arts	2	3	2	7	49	100	89	48	286	36	60	59	13	168	...	4	134	29	1
Oriental Colleges.																			
1. Bachelor of Oriental Learning	...	1	...	1	...	5	...	...	5	...	5	...	...	5	...	...	3	2	...
2. Honors in Sanskrit	...	1	1	2	...	3	1	1	5	...	3	1	1	5	...	...	5	...	...
2. „ „ Arabic	...	1	...	1	...	6	...	2	8	...	5	...	...	5	...	...	...	5	...
2. „ „ Persian	...	1	...	1	...	5	...	3	8	...	4	...	2	6	...	...	2	4	...
3. High Proficiency in Sanskrit	...	1	2	3	...	6	5	3	14	...	3	2	1	6	...	...	6	.	...
3. „ „ „ Arabic	...	1	...	1	...	5	...	1	6	...	5	...	...	5	...	...	...	5	...
3. „ „ „ Persian	...	1	...	1	...	5	...	3	8	...	4	...	1	5	..	...	...	5	...
4. Proficiency in Sanskrit	...	1	5	6	...	12	26	8	46	...	8	12	...	20	...	...	20	...	...
4. „ „ Arabic	...	1	...	1	...	3	...	...	3	...	1	...	...	1	...	...	...	1	...
4. „ „ Persian	...	1	...	1	...	4	...	3	7	...	1	...	...	1	...	...	...	1	...

Colleges for Professional Training.																			
Law.																			
1. Bachelor of Law	1	...	...	1	4	...	...	...	4	4	...	...	...	4	...	...	4	...	...
Medicine.																			
1. M. B.	1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	1	...	...
2. L. M. S.	1	...	...	1	32	...	...	...	* 32	6	...	...	...	6	...	2	2	2	...
3. First M. B.	1	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	..	...	...
3. „ L. M. S.	1	...	...	1	56	...	...	...	† 56	17	...	...	...	‡ 17	...	1	11	5	...
Schools for General Education.																			
Matriculation ... ... Boys ...	25	28	10	63	455	429	159	226	1,269	350	302	112	82	846	26	18	576	226	...
Matriculation ... ... Girls ...	1	8	...	9	4	18	...	4	26	...	4	3	1	8	5	3	...	...	...
Middle School Examination ... ... Boys ...	199	47	26	272	2,990	1,013	496	829	5,328	2,603	909	410	483	4,405	50	54	3,047	1,251	3
Middle School Examination ... ... Girls ...	6	19	...	25	33	66	...	...	99	23	50	...	...	73	47	13	7	6	...
Upper Primary Examination ... ... Boys ...	1,331	80	22	1,433	9,740	1,589	268	130	11,727	7,273	1,036	154	78	8,541	85	33	5,558	2,842	23
Upper Primary Examination ... ... Girls ...	83	49	...	132	241	263	...	...	504	156	165	...	...	321	87	24	112	98	...
Lower Primary Examination ... .. Boys ...	1,615	99	21	1,735	14,614	1,599	206	34	16,453	10,974	1,085	136	13	12,208	73	24	7,380	4,713	18
Lower Primary Examination ... .. Girls ...	143	92	...	235	705	510	...	1	1,216	424	310	...	1	735	106	40	384	204	1
Schools for Special Instruction.																			
1. Training School Examination for Masters. Upper ...	1	...	...	1	35	...	...	25	60	27	...	...	10	37	...	...	27	10	...
1. Training School Examination for Masters. Lower ...	6	...	...	6	251	...	...	98	349	158	...	...	39	197	...	...	130	67	...
2. Training School Examination for Mistresses. Upper ...	1	3	...	4	2	10	...	...	12	2	3	...	...	5	...	2	1	2	..
2. Training School Examination for Mistresses. Lower ...	...	1	...	1	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...
3. Medical Examination	1	...	...	1	59	...	...	...	§ 59	34	...	...	...	‖ 34	...	...	20	14	...
4. Examination in Engineering and Surveying ...	1	...	...	1	6	...	..	...	6	2	...	...	...	2	1	...	1	...	...
5. Industrial School Examination	3	...	...	3	159	...	...	...	159	105	...	...	...	105	...	...	38	67	...
6. Veterinary Examination	1	...	...	1	35	...	...	...	35	26	...	...	...	26	...	...	5	21	...

* Includes 1 girl.
† „ 9 girls.
‡ „ 1 girl.
§ „ 3 girls.
‖ „ 2 „

EDUCATION—GENE

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards											In Institutions managed by			Total Local Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Arts Colleges.															
University Education. — English	...	...	...	...	...	...	...	...	...	..	...	...	...	425	425
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	531	531
University Education. — Colleges or Departments of Colleges for Professional Training.															
University Education. — Medicine	...	...	...	...	...	...	...	..	...	...	...	2,056	...	...	2,056
University Education. — Total ...	...	...	...	...	...	...	...	...	...	...	...	2,056	...	956	3,012
Secondary Schools.															
School Education, General. — *For Boys—* High Schools	1	196	173	127	1,200	2,677	..	1,291	...	...	5,168	...	4,471	562	7,710
School Education, General. — Middle Schools — English ...	8	1,301	1,180	967	...	3,611	944	7,941	796	...	13,202	...	14,727	1,166	19,504
School Education, General. — Middle Schools — Vernacular	76	10,740	10,482	8,690	...	53,871	426	17,725	285	16	71,823	...	17,630	...	71,001
School Education, General. — *For Girls—* Middle Schools—Vernacular	1	43	40	36	60	429	...	...	...	...	489	...	...	...	429
School Education, General. — Total ...	86	12,280	11,875	9,820	1,260	60,088	1,370	26,957	1,081	16	90,772	...	36,828	1,728	98,644
Primary Schools.															
School Education, General. — For Boys	1,588	71,625	67,548	55,568	120	2,91,210	27	28,832	241	255	3,20,685	...	1,909	1,033	2,94,152
School Education, General. — For Girls	99	2,800	2,543	1,978	1,265	16,286	364	..	..	32	17,947	...	1,731	1,148	19,165
School Education, General. — Total ...	1,687	74,425	70,091	57,546	1,385	3,07,496	391	28,832	241	287	3,38,632	...	3,640	2,181	3,13,317
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters,	..	...	...	...	..	...	...	.	...	...	...	1,463	...	...	1,463
School Education, Special. — Schools of Art	...	...	...	...	...	..	...	...	...	...	...	20	...	...	20
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	.	...	...	...	20	...	...	20
School Education, Special. — Industrial Schools	...	...	...		...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total ...	...	...	...	..	...	...	...	...	...	...	...	1,503	...	...	1,503
Buildings	...	..	...	...	—105	71,786	397	...	150	478	72,706	...	6,602	1,420	79,808
Furniture and Apparatus (Special Grants only)	...	...	..	...	...	10,815	26	...	100	158	11,099	...	554	..	11,369
Total ...	...	...	...	..	—105	82,601	423	.	250	636	83,805	...	7,156	1,420	91,177
Inspection	...	...	...	...	...	...	...	...	...	...	..	...	...	...	13,962
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	..	...	...	1,053
Scholarships held in — Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	982
Scholarships held in — Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44,125
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	293
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,459
Miscellaneous	..	...	...	...	...	...	...	...	...	...	..	...	...	...	65,933
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,29,807
Grand Total ...	1,773	86,705	81,966	67,366	2,540	4,85[illegible]	2,184	55,789	1,572	939	5,13,209	3,559	47,624	6,285	6,37,460

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	31	30	25	...	2,828	...	1,651	...	...	4,479	...	...	1,500	4,328	4,753
...	...	...	...	...	...	...	...	...	...	...	...	...	706	706	1,237
...	...	...	...	...	...	...	...	...	...	...	1,847	...	...	1,847	3,903
1	31	30	25	...	2,828	...	1,651	...	...	4,479	1,847	...	2,206	6,881	9,893
21	6,815	7,051	5,835	753	96,197	4,471	89,030	644	174	1,91,269	661	...	12,264	1,09,122	1,16,832
46	8,654	8,637	7,089	1,920	53,261	14,727	61,749	912	642	1,33,211	...	944	3,353	57,558	77,062
46	7,062	7,145	5,882	...	16,402	17,630	13,350	355	10	47,747	...	426	...	16,828	87,829
4	265	266	218	431	8,104	...	...	...	...	8,535	...	...	875	8,979	9,408
117	22,796	23,099	19,024	3,104	1,73,964	36,828	1,64,129	1,911	826	3,80,762	661	1,370	16,492	1,92,487	2,91,131
98	7,923	7,405	6,124	...	34,997	1,909	12,491	...	5	49,402	459	27	1,292	36,775	3,30,927
103	3,775	3,740	2,738	1,629	20,364	1,731	...	216	...	23,940	...	364	2,381	23,109	42,274
201	11,698	11,145	8,862	1,629	55,361	3,640	12,491	216	5	73,342	459	391	3,673	59,884	3,73,201
...	...	...	...	...	...	...	...	...	...	...	42	...	...	42	1,505
...	...	...	...	...	...	...	...	...	...	...	27	...	...	27	47
...	...	...	...	...	...	...	...	...	...	...	28	...	...	28	48
2	147	218	157	...	4,285	...	31	...	...	4,316	...	...	...	4,285	4,285
2	147	218	157	...	4,285	...	31	...	...	4,316	97	...	...	4,382	5,885
...	...	...	...	5,218	38,651	6,602	...	...	3,000	53,471	...	397	...	39,048	1,18,856
...	...	...	...	...	5,538	554	...	...	6	6,098	...	26	...	5,564	16,933
...	...	...	...	5,218	44,189	7,156	...	...	3,006	59,569	...	423	...	44,612	1,35,789
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,249	15,[illegible]
...	...	...	...	...	...	...	...	...	...	...	...	...	...	[illegible]	3,467
...	...	...	...	...	...	...	...	...	...	...	...	...		890	1,872
...	...	...	...	...	...	...	...	...	...	...	...		...	10,840	54,965
...	...	...	...	...	...	...	...	...	...	...		...	...	...	293
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,501	4,960
...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,909	87,842
...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,803	1,68,619
321	34,672	34,492	28,068	9,951	2,80,627	47,624	1,78,302	2,127	3,837	5,22,468	3,064	2,184	22,371	3,47,049	9,84,500